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The Effect of Case-Based Cooperative Learning Model and Literacy Habituation on the Effectiveness of Economic Learning

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ABSTRACT: This study aims to empirically test and analyze the effect of case-based cooperative learning models and literacy habits on the effectiveness of economic learning. In this study, a quantitative approach was used with a population of 30 students of class XI IIS Madrasah Aliyah (MA) SunanAmpelPlosoklaten, Kediri districts\. The type of data in this study is primary data, while data collection used instruments in the form of: observation sheets, questionnaires, interviews, and documentation. Data analysis techniques to test the intensity of the effect of case-based cooperative learning and literacy refraction on the effectiveness of economic learning used statistical tests with the help of the SPSS Version 23 application. With a significance level of 5%, the results showed that: (1) the case-based learning model had a positive and negative relationship and has significant effect on the effectiveness of economic learning, (2) literacy habituation has no significant effect on the effectiveness of economic learning, and (3) simultaneously case-based cooperative learning model and literacy habituation have a significant positive effect on the effectiveness of economic learning.

KEYWORDS: Case-based cooperative learning, literacy habituation, learning effectiveness.

I. INTRODUCTION

Efforts to improve the quality and effectiveness of learning at the SMA (Senior High School /MA (Islamic Senior High School) level continue to be developed, especially related to increasing the capacity of human resources. The availability of resources (teachers) with trustworthy competence must always be the concern of all parties in order to improve the quality of learning in schools in a sustainable manner. Improving the quality of learning does not only occur in the effectiveness of knowledge transfer but also in the formation of skills and the development of basic attitudes, such as thinking and being critically accountable academically and scientifically, and having the spirit to seek truth of scientific continuously. (Israel, 2019). Educators are required not only as a transfer of knowledge, but more than that. They also play a role in forming and developing the character of students. The learning process practiced by many educators nowadays is still dominated by learning practices in the form of lecturing. The learning is led in the form of lectures; it is an educator-centered learning where teacher is the center, where the teacher more to be a source of knowledge and has a central role in determining the achievement of student learning outcomes.

Teacher-centered learning makes students being passive and does not provide space for students to develop their abilities. This condition will have an impact on the low level of learning effectiveness. Same case happens with learning that only focuses on understanding content (material). Learning in this style results in students not being able to have competencies related to understanding comprehensive material applied to the business world which demands professionalism that students will experience after graduate from school later.

Dealing with this, there is a need for innovation in learning models, from conventional to a learning model that empowers students because, actually, schools are places where students learn and develop their potential, not just places for educators to transfer knowledge. The conventional learning pattern, whose implementation is in the form of teacher-centered learning and has low effectiveness in learning, is attempted to be replaced with a student-centered learning methodor Student Based Learning to increase effectiveness in learning. There are various models in Student Based Learning (SBL), including Case Based Learning and Cooperative Learning.

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Case-based learning according to (Lestari, 2008) is learning as an effort to provide an overview and experience for students to bridge or close the distance between students and practices in the real world that will be encountered later when they are in the community. In the case-based learning model, students take an active role and are provided with cases, one of which can be in the form of real or fictional events to simulate various practices that occur in the real world, which are beneficial for students to train themselves from an early age as real professionals. Case-based cooperative learning scenarios are designed by educators must give attention to several main elements contained in the case structure, including: the character of students, learning situations and environments, and various dilemmas that are able to stimulate conducive and meaningful discussions to improve the quality of learning. Complex case discussions can enrich information and lead to various interpretations. These conditions will trigger students to be active in discussions, in the form of asking questions; can also stimulate students to come up with opinions and ideas in solving problems. Interactive discussion activities in an effort to solve the case can also form intelligence with students and develop students' reasoning in dealing with various problems through various perspectives.

Cooperative Learning according to (Alansari, 2006) is a learning strategy that focuses on developing cooperative attitudes in groups with the hope of forming collaboration between two or more students. Cooperative Learning strategies emphasize more on the process of cooperation in groups. The characteristics of cooperative learning include learning in teams (groups), willingness, and skills to work together (Okur Akçay, 2016). Group members in this learning are expected to be heterogeneous in the sense that each student who is a member of a group has different competencies both in terms of knowledge and skills; this is intended to allow sharing between group members and work together to understand the subject matter.

Being able to understand a subject matter does not only depend on what strategies used, but also on the facilities and infrastructure as well as how to dig up existing information, one of which is reading. Reading is a window to the world, by reading we get a lot of information related to many things we don't know. Willingness and ability to read will increase one's knowledge and skills. This means that the more information and knowledge someone has, the more someone will be able to help herself/himself in doing many things that had not previously mastered, so that someone who reads a lot has more quality than someone who reads a little.

UNESCO data states that the reading interest of the Indonesian population is only 0.001%. This figure means that 1,000 people in Indonesia, only 1 person has a passion for reading. This shows that people's interest in reading in Indonesia is very low (Triani, 2016). The results of the PISA (Program for International Student Assessment) research in 2015 showed that Indonesia was in the 62nd position of 70 countries. Indonesia's average score for reading is 397, mathematics is 386, and science is 403. Meanwhile, CCSU (Central Connecticut State University) in March 2016 stated that Indonesia was in the 60th position of 61 countries. The data clearly shows that the literacy rate in Indonesia is still low.

Literacy is the ability and skill possessed by individuals in reading, writing, and solving problems in everyday life. The movement to foster literacy in schools is an effort that is carried out on continually so that students become part of the community who likes to read, write, and listen so that they are able to think critically. Literacy activities in high school according to (Rofiq, 2010) are carried out through three stages, including: habituation, development, and learning. The habituation stage is the stage where students are given the task of reading books for 15 minutes every day before learning activities. The development stage is a follow-up stage from the habituation stage. At this stage, students are given space to play an active role in exploring and expressing their thoughts or ideas and opinions which are poured out both orally and in writing based on the results of the reading process that has been carried out. Then the last stage is the learning stage. At this stage students are given the task of reading non-lesson books and assessed academically.

The literacy movement is one of the programs in the 2013 curriculum. In this curriculum, learning is expected to be creative and innovative. Before carrying out learning, teachers are required to make a Teaching Plan (TP). TP for economics subjects should also plan a learning process that is designed creatively and innovatively, such as student-centered learning, but in practice the learning method is only limited to theory. The reason why does it happen is the application of cooperative learning method called student-centered, such as dividing the class into several groups, dividing the material into these groups, and allowing participants to discuss then complete the tasks given by the teacher have been implemented. In fact, it is often found that the

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learning outcomes that have been set are less than optimal because students do not understand the material that has been given. Finally, the learning method that was initially centered on students back to a learning method where the teacher played a more active role as the teacher hopes that all students understood the material provided. This is the factor causes the ineffectiveness of economic learning so far. Meanwhile, literacy at MA SunanAmpelPlosoklaten is a new program. Although the school literacy movement has been programmed for a long time by the government, due to existing limitations such as facilities and infrastructure, the new literacy program can finally be realized in this academic year. To realize this literacy program, schools make an appeal from students, teachers, to staff to submit books in order to add the book collection and to support the activities of the literacy program at MA SunanAmpelPlosoklaten.

II. METHODOLOGY

A quantitative approach is used in this study because the data and analysis are based on numbers. The analytical technique used is descriptive quantitative. The population of this study was students of class XI IIS MA SunanAmpel, total 30 students. The sampling technique used is a total sampling technique (census), where the entire population is used as a sample. Data collection techniques used was observation sheets, questionnaires, interviews, and documentation. The instrument used for data collection was a questionnaire consisting of several statements and questions on each variable. Measurement of respondents' answers to the questions outlined in this research questionnaire used a Likert scale. Before the questionnaire was distributed to the respondents, the validity and reliability were tested. The results of the validity test on the case-based learning model variables, literacy habituation, and learning effectiveness were stated to be all valid items, because it was counted greater than 0.632. While the reliability test of all case-based cooperative learning variables, literacy habits, and learning effectiveness were declared reliable because the results of statistical processing, the alpha value was greater than 0.6. Analysis of research data used multiple linear regression equation models.

III. DISCUSSION

Testing the first hypothesis about the effect of case-based learning variables (X1) on the effectiveness of learning (Y) shows that there was a positive and significant effect of case-based learning on the effectiveness of economic learning. Based on the partial test (t test) obtained a significance value of 0.002 <0.05 and a t-counted value of 3,417 > t-table 2.052 with an error rate of 5% ($\alpha = 0.05$). Based on the observations, it was found that the teacher had implemented a case-based learning model by dividing students into several groups, group members consisting of various skill and gender backgrounds. Each group conducts discussions, each group member is given the opportunity to express opinions, respect differencesopinion, respect the skills of each individual, and complement the shortcomings of each group member. In the cooperative learning process, the learning method is centered on students, so that the results of group discussions become very useful learning materials. Evaluation in group learning with a group assessment system includes activity, communication skills, and making reports on the results of group discussions. Although there are still some obstacles such as there are still some students who are still difficult to express their opinions and there are still students who have not been active in discussions, So there must be motivation so that all students can be active in learning. The results of the study (Anas, 2019) are also in line with this study which shows that the application of case-based learning significantly affects the increase in student understanding of the lecture subject of Auditing 1 and the application of case-based learning, cooperative learning and student centered learning has been able to actualize social and emotional potential aspects of students and practice the character of students' skills. The results of this study also strengthen research (Angela, TjunTjun, Indrawan, &Krismawan, 2018) which shows that the application of a case-based learner-centered cooperative learning model has a positive influence on learning effectiveness.

The result of hypothesis test of literacy habituation variable (X2) shows that literacy habituation has no significant effect on learning effectiveness. This can be seen from the significance value 0.159 > 0.05 and the t-counted 1.447 < t table 2.052. So that the existing empirical data cannot support the hypothesis of this study which reads literacy habits affect the effectiveness of learning. In other words, literacy habits have no significant effect on learning effectiveness. There are differences in the results of this study from previous studies which can be caused by different school environment conditions, the characteristics of students in each school are different, and school quality standards are also different. The success of literacy is not only influenced by one factor, but is influenced by many factors. According to (Jessica, 2017) the

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factors that affect literacy are the habits of students in reading certain materials that have not been started from home, increasingly sophisticated technological developments, minimal reading facilities, lack of motivation to read, and lazy attitude to develop ideas. It is also supported by the results of research (Saputri, Fauzi, &Nurhaidah, 2017) which suggests that the ability to write and read (literacy) is influenced by 2 factors, which include factors that come from within of students (endogenous) such as: heredity, interests and desires, talent, intelligence (IQ) and so on. The factors that come from outside the students (exogenous) such as: motivation, family, private tutoring and so on. Literacy habituation (reading 15 minutes before learning) is still relatively new at MA SunanAmpelPlosoklaten, so there are still many weaknesses. The response of students to literacy habituation is quite good, although there are still some students who still think reading is boring. Students have daily reading journals. In terms of facilities and infrastructure, much improvement is still needed so that literacy activities can run more optimally.

From the results of the hypothesis test, literacy habituation does not significantly affect the effectiveness of learning due to several reasons, including: 1) the availability of facilities and infrastructure is still inadequate; 2) literacy activities are new activities, so not all students are familiar with literacy activities. This can be seen from the students that still have to be reminded about the habit of reading which must be done 15 minutes before learning begins; 3) there is still an assumption that reading is a boring activity; 4) students still prefer surfing on social media than reading. Students still like to steal opportunities to update status on WhatsApp or comment on Facebook. The results of this study do not confirm some of the previous research conducted by (Setiawan, 2019) which showed that the effectiveness of learning using a scientific approach in biology learning with scientific literacy oriented was in the medium category. And also not in accordance with the results of research conducted by (Pangestika, 2018) which showed that the positive and significant influence of information literacy on learning effectiveness.

Testing the third hypothesis found that case-based learning and literacy habituation simultaneously have positive and significant effect on the effectiveness of economic learning. This is indicated by a significance value of 0.00 <0.05 and a $t_{counted}$ value of 23,579 >t_{table} 3,354. Meanwhile, from the calculation of the determinant coefficient, the R2 value of 0.609 is obtained which means that 60.9% of learning effectiveness is influenced by case-based learning models and literacy habits; the rest is influenced by other factors.

There is an increase in the quality of problem-solving skills due to the case-based learning model because students are accustomed to independent learning. The results of this study are in line with the results of research by (Mentari &Laily, 2016) which states that case-based cooperative learning also trains students to think critically because the cases presented make students have to think deeply. The increase in student activity in this learning is because the case-based learning model makes students learn more deeply and the memory of the knowledge gained is more long-lasting. There is a positive response to the case-based learning process, students consider the case-based model to be a pleasant adequate learning process, so that they become aware that learning is a necessity (Wospakrik, Sundari, &Musharyanti, 2020). Meanwhile, literacy habits can add useful information to students in learning activities. Literacy activities can stimulate students to be fond of reading, writing, listening, increasing knowledge, and thinking critically. Literacy is also expected to add information to students in learning. With the increase in information through literacy, the information can be used by students in solving a problem, so that effective learning can be created. The results of this study also show similarities with the results of research by (Angela et al., 2018) which shows that the application of the case-based learning model has a positive influence on the learning effectiveness of accounting students at Maranatha Christian University.

IV. FINDING

Testing research data in order to obtain empirical evidence as a way to test the research hypothesis is conducted by using multiple regressions models by first testing classical assumptions on research data, which include: normality test, multicollinearity test, heteroscedasticity test, and autocorrelation test. The results of the classical assumption test on research data obtained the following findings:

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One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		30
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	10.20900147
Most Extreme Differences	Absolute	.125
	Positive	.096
	Negative	-.125
Test Statistic		.125
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Table 1: Kolmogorov-Smirnov normality test output

A table 1 show that the Asymp Sig (2-tailed) value is 5% significance is 0.200. This number is greater than 0.05 (0.2 > 0.05), which means that the research data is normally distributed. The second classical assumption test is in the form of multicollinearity test as shown below:

Coefficients[a]

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Cooperative Learning Berbasis Kasus	.448	2.233
	Pembiasaan Literasi	.448	2.233

a. Dependent Variable: Efektivitas Pembelajaran

Table 2: Multicollinearity test output

Table 2 shows that the results of the multicollinearity test are shown in the VIF column where the case-based learning variable shows a VIF number of 2.233 and the literacy habituation variable shows a VIF number of 2.233. Variable data is considered to meet the requirement which is no multicollinearity. In table 2, it can be seen that the tolerance value of the X1, X2 variable > 0.1, which is 0.448 and the VIF value of the X1 variable, X2 < 10, which is 2.233. The results of this test indicate that the variable data does not occur multicollinearity.

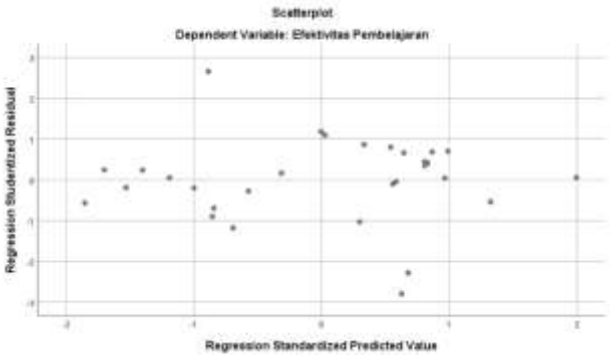

Table 3: Heteroscedasticity test output

Table 3 shows that the points in the plane area are scattered around zero on the vertical axis and do not form a certain pattern or look random, which indicates that the multiple linear regression model does not occur heteroscedasticity or is homogeneous.

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Model Summary[a]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.797[a]	.636	.609	10.580	.636	23.579	2	27	.000	1.815

a. Predictors: (Constant), Pembiasaan Literasi, Cooperative Learning Berbasis Kasus

b. Dependent Variable: Efektivitas Pembelajaran

Table 4: Autocorrelation test output

The autocorrelation test is shown on the Durbin-Watson (DW) panel. Table 4 shows the DW value of 1.815. This DW value is between values 1 and 3 (1<WD<3). The results of this test indicate that the variable data in the multiple linear regression models does not occur autocorrelation.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	1.922	10.485	
	Cooperative Learning Berbasis Kasus	.340	.100	.593
	Pembiasaan Literasi	.179	.124	.251

a. Dependent Variable: Efektivitas Pembelajaran

Table 5: Output Coefficient to form the model

Based on the output of statistical data processing with the help of SPSS as shown in table 5 in order to form an analytical model, a constant value of 1.922 was obtained while the value for the case-based learning model variable was 0.340 and the value of the literacy habituation variable was 0.179. Thus, the multiple linear regression equation model in this study obtained the following functional equation: **Y = 1.922 + 0.340.X1 + 0.179.X2 + e**

The equation of the function explains that: 1) The constant value is 1.922. This means that if the case-based learning model variable (X1) and literacy habituation variable (X2) have the same value, called zero, then the learning effectiveness variable (Y) is 1.922 measuring scale; 2) The regression coefficient (b1) of 0.340 is the coefficient for the case-based learning model variable (X1). Means, if the case-based learning model variable (X1) changes (increase/decreases) by one unit, it will result in a change (increase/decrease) in learning effectiveness (Y) of 0.340; 3) the regression coefficient (b2) of 0.179 is the coefficient for the literacy habituation variable (X2). Means, if the literacy habituation variable (X2) increases/decreases by one unit, then the learning effectiveness (Y) will increase/decrease by 0.179.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.797[a]	.636	.609	10.580

a. Predictors: (Constant), Pembiasaan Literasi, Cooperative Learning Berbasis Kasus

b. Dependent Variable: Efektivitas Pembelajaran

Table 6: Output of determination coefficient test

The coefficient of determination is shown by the value of Adjusted R Square (R2) which shows how much influence the two X variables, they are the case-based learning model and literacy habituation, have on the Y variable, it is the effectiveness of learning. This shows that the effect of the case-based learning model variable (X1) and literacy habituation variable (X2) affects the learning effectiveness variable (Y) by 60.9% and the remaining 39.1% is influenced by other variables outside of this study.

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Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.922	10.485		.183	.856
	Cooperative Learning Berbasis Kasus	.340	.100	.593	3.417	.002
	Pembiasaan Literasi	.179	.124	.251	1.447	.159

a. Dependent Variable: Efektivitas Pembelajaran

Table 7: Output of partial hypothesis testing (t test)

The results of multiple regressions testing partially the effect of variable X on variable Y as shown in table 7, it is known that the significance value of the case-based learning model is 0.002. This value is smaller than 0.05 (sig. 0.002 < 0.05) and the t-countedvalue of 3.417 is greater than the t-table value of 2.052 (3.417 > 2.052). The results of this test indicate that the case-based learning model method has a significant positive effect on the effectiveness of learning. While the significance value of literacy habituation is 0.159. This value is greater than 0.05 (sig. 0.159 > 0.05) and the t-value of 1.447 is smaller than the t-value of 2.052 (1.447 < 2.052). The results of this test indicate that literacy habits have no significant effect on the effectiveness of learning.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5278.979	2	2639.490	23.579	.000[b]
	Residual	3022.488	27	111.944		
	Total	8301.467	29			

a. Dependent Variable: Efektivitas Pembelajaran

b. Predictors: (Constant), Pembiasaan Literasi, Cooperative Learning Berbasis Kasus

Table 8: Simultaneous hypothesis testing output

Based on table 8, a significance value of 0.00 is obtained where the value is smaller than 0.05 (sig. 0.000 <0.05) and the t-counted value is 23,579 which is greater than the t-table value of 3.354 (23.579 > 3.354). The results of this test state that the case-based learning model and literacy habituation simultaneously have a positive and significant effect on the effectiveness of learning.

VI. CONCLUSION

Based on the results of statistical data processing and discussion as described previously, there are several conclusions, including: 1) The case-based learning model has a positive and significant effect on the effectiveness of economic learning at Madrasah Aliyah SunanAmpelPlosoklaten; 2) Literacy habituation does not significantly affect the effectiveness of learning at Madrasah Aliyah SunanAmpelPlosoklaten; and 3) Simultaneously, the case-based learning model and literacy habituation have a significant positive effect on the effectiveness of learning at Madrasah Aliyah SunanAmpelPlosoklaten; and 5) The results of the determinant coefficient test show that 60.9% of learning effectiveness is influenced by case-based learning models and literacy habits and the rest is influenced by other factors.

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