

## The Influence of the Use of the Create Case Studies Method on Student Learning Outcomes in the Subject Ski in Class VII at Private MTS Nahdhatul Islam Manceg

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### ABSTRACT

The aim of this research is to determine student learning outcomes in Islamic cultural history subjects. before and after using the create case studies method and whether or not there is an influence of the create case studies method on student learning outcomes in the Islamic cultural history course in class VII at the Nahdhatul Islam Mancang Private MTs. This research uses quantitative experimental methods, with the research design used is a quasi-experimental design. The subjects in this research were school principals, teachers in Islamic cultural history subjects and all class VII students at MTs Nahdhatul Islam Mancang. This research obtained results that show that there is an influence on the create case studies method through the results of the difference in the average value of the experimental class of 83.16 after the application of student-made image media with the average value of the control class being 70.36. Meanwhile, through hypothesis testing using the T test, the value obtained tcount is 11,127 with a significance of  $0.000 < 0.005$  then it is stated that there is an influence ( $H_a$ ) accepted.

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### INTRODUCTION

Education is never separated from learning activities, educational success is greatly influenced by the teaching and learning process. Etymologically, education comes from the Greek, paedagogiek. Paes means child, gogos means to guide/guide; and iek means science. So etymologically paedagogic is the science that talks about how to provide guidance to children. In English, education translates to education. Education comes from the Greek educare which means to bring out what is stored in the child's soul, to be led to grow and develop, (Ginting and Armaya 2022).

One of the priority educational problems to be solved immediately is the problem of the quality of education, especially learning. The success of the learning process in educational activities is basically influenced by many factors including effective learning methods and media that can help students to learn optimally and be able to increase understanding and creative thinking so that student learning outcomes are quality and also increase, (Harfiani and Fanreza 2019).

In teaching and learning activities, not all students are able to concentrate for a long time. The students' comprehension of the teaching materials provided also varies, some are fast and some are moderate. Therefore, the intelligence factor greatly influences the absorption of students of the teaching materials provided by the teacher.

The teacher can choose the most appropriate method to use. Whatever method is used by educators in the learning process, what needs to be considered is flexibility in the distribution of the principles of teaching and learning activities. It is also a very important method that plays a very important role in learning. Therefore, whatever method is used in learning must be facilitated in a learning. According to Ani Widiyati that the teaching method is one of a set of teaching and learning strategies that can be used to achieve teaching and learning goals, (Widayati 2004). In another sense, teaching methods are a set of teaching and learning strategies that can be used to achieve teaching and learning goals. Learning objectives can be achieved by teaching methods as other tools. Teaching methods can be used as a strategy to achieve teaching and learning goals can be carried out properly, (Shah 2015). In teaching and learning activities, there are many methods that can be used by a teacher or educator that aim to improve student learning outcomes, which include methods create case studies.

Method create case studies is to require students to be able to solve or find solutions, to take lessons from the problem topics raised in the learning process. This of course students must apply process skills scientifically when studying a problem. When students are directly involved in learning then, naturally the student will feel interested in the learning and the material he learned will always be remembered in the mind or it can be said knowledge obtained by the student himself / directly, it will make students always remember it, (City of Ma'rifah Setiawati, S.P. 2018). Teaching methods play a very important role as a tool to create an effective and conducive teaching and learning process. With this method, it is expected that there will be teaching and learning interactions between students and teachers in the learning process to improve student learning outcomes in class VII MTs Nahdhatul Islam Mancang.

MTs Nahdhatul Islam Mancang stands under the auspices of the religious department established on Jl. S. Parman, Kec. Finished, Kab. Langkat. In general, which organizes various educational units, both formal and non-formal education. MTs Nahdhatul Islam conducts Islamic Cultural History learning once a week, the learning is carried out on Wednesdays. MTs Nahdhatul Islam Mancang teachers learn the history of Islamic culture using the lecture method. Tambak, (2014) said that the lecture method is the delivery of lessons carried out by teachers with oral narration or explanation directly in front of students. By using the lecture method, the results of learning the history of Islamic culture students are less effective and lack of students' ability to repeat the learning material that has been delivered. Why can it be said that the lack of student ability is because students feel bored with the methods applied by the teacher during the learning process and the teacher is less skilled in processing and choosing learning methods.

## **RESEARCH METHODS**

This research will be used using experimental quantitative research. Where the experimental method can be interpreted as a research method used to look for influences or differences in treatment of others under controlled conditions.

The type to be used is the type of research to be used is quantitative experimentation. The test that will be done before the experiment is called the pre-test, while the test that has been carried out is called the post-test. The purpose of the pre-test is to find out how student learning outcomes are before the implementation / treatment, then after the implementation / treatment, the so-called post-test will be carried out to test how the level of student learning outcomes in the subject of Islamic Cultural History.

## RESULTS AND DISCUSSION

The Creat Case Studies method is one of the methods used by researchers as a tool for conveying information and some of it to make more impressions.

This study used experimental class and control class. The test used pre-test (before the enactment) and also post-test (after the enactment) is to see the ability of how student learning outcomes in the subject of Islamic cultural history using the Creat Case Studies method. During the learning process, students in experimental classes that use the Creat Case Studies method in the subjects of Islamic cultural history look more interesting, enthusiastic and fun in carrying out tasks / paying attention to the material being delivered by researchers. In addition, students can also understand faster learning the histories of Islamic culture. While in the learning system control class that was carried out as usual, researchers gave assignments, explanations and directions on material about the history of Islamic culture, the classroom atmosphere was not enthusiastic in carrying out the learning.

The implementation of the case studies creat method is carried out once a week, each student is divided into 3 groups to explain the learning material that has been given to the teacher, before students explain the material that has been given. Students are given the opportunity to discuss with the group that has been given by the teacher, then students must prepare material that will be presented when learning is carried out. After students are able to present the material that has been given, therefore we can say that the case studies creat method is very influential on student learning outcomes.

Based on the results of the data analysis that has been discussed, it can be described and interpreted the research data. Based on the results of research that has been done, after providing application using the creat case studies method on student learning outcomes with Islamic cultural history subjects. Researchers provide tests to determine student learning outcomes after being given treatment. The calculation results using SPSS 22 on data after treatment (pretest) in the experimental class obtained a valid number of samples 25, average score = 83.1600, middle value = 83.0000, value that often appears = 78.00, minimum value = 77 and maximum value = 93. While the calculation results on the data after treatment (post-test) in the control class obtained the number of valid samples 25, average score = 70.3600, middle value = 72.0000, frequent values = 72.00, minimum value = 62 and maximum value = 76 Thus it can be compared to experimental classes that have an influence on the use of the case studies creat method on student learning outcomes in Islamic cultural history subjects.

Through the analysis carried out, the success rate of the experimental class was more dominant, increasing than the control class. This research can be proven through previous studies by Eka Restiana Putri by stating that the level of student independence increased and student completeness scores also increased to meet KKM, research conducted using PTK research was carried out with a pre-cycle of 22% with an average of 55.67 can be said to be in the lowest category, then continued cycle level 1 with 44% with an average of 65.56 can be said to have increased, then Proven through cycle II with a result of 67% after the implementation produced a value with an average of 70.56 which can be categorized as having reached the independence indicator,(Princess 2018). Thus previous studies showed rapid improvement but differences with research conducted by researchers conducting tests with pretest and posttest on the method create case studies. In the process, researchers used a 20-question test given to each sample, both experimental class and control class samples.

The result obtained is that in the tests performed, the hypothesis provides a statement, that is, if the significance (2-tailed)  $< 0.05$  indicates that the difference /  $H_0$  is rejected and  $H_a$  is accepted. Meanwhile, if the significance (2-tailed)  $> 0.05$ , there is no difference/  $H_0$  is accepted and  $H_a$  is rejected. So based on the results of the T test on the post-test data, it shows that the results of the case studies creat method in the subjects of Islamic cultural history in the experimental class are significant.  $.743 < 0.05$  can be concluded  $H_a$  is accepted while the results of the T test in the pre-test data show  $.000 < 0.05$  are concluded  $H_0$  is accepted. It is known that there are research results showing a significant influence from classes that get treatment using the creat case studies method with classes that do not use the creat case studies method. The learning outcomes of students have

increased compared to before using the case studies creat method. Previously, only 60% of students could understand the history of Islamic culture.

## CONCLUSION

This study aims to determine how the influence of the use of the Create Case Studies method on student learning outcomes in Islamic cultural history subjects. Based on the results of Hypothesis research that has been carried out in the previous discussion, the conclusions of this study are as follows:

Based on the analysis conducted, the success rate of the experimental class is more dominant, increasing compared to the control class, these results can be seen through the average value of the experimental class is higher, which is 83.16 compared to the control class, which is 70.36. The results stated that the control class had not reached the KKM value of 0-75 that had been planned by the researcher in accordance with the learning objectives while the experimental class with the average number showed that they had reached the average value in accordance with the implementation objectives. Thus, these results also show that the results of the create case studies method in Islamic cultural history subjects in experimental classes with a significant  $000 < 0.05$  can be concluded that  $H_0$  is not accepted. It is known that there is a significant influence. The knowledge of students in adding insight to the knowledge possessed by clover students has increased compared to before using the create case studies method. Previously, the level of knowledge possessed by 60% of students who succeeded in achieving student learning outcomes in the subjects of Islamic cultural history. However, with the create case studies method applied by students during learning, students' insights are increasing and students are increasingly motivated in participating in learning Islamic cultural history.

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