

The Influence of Case Method Based Learning on the Learning Motivation of Islamic Religious Education Students, Singaperbangsa University, Karawang

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Abstract: The purpose of this research is to determine the description of case method-based learning, the description of learning motivation and the influence of case method-based learning on the learning motivation of Islamic religious education students at the University of Singaperbangsa, Karawang. The research approach used is quantitative research, with correlational methods, the population and sample in this research are All 1149 students of the Islamic Religious Education Study Program, Singapore University, Karawang, with a sample size of 140 people. The data collection technique used was a questionnaire with a questionnaire instrument using a Likert scale. The data analysis techniques used are descriptive analysis of prerequisite tests and inferential analysis using simple linear regression analysis with the help of the SPSS application. 15% of case method-based learning is in the low category, 68% is in the medium category, and 17% is in the high category, so it can be concluded that the picture of case method-based learning is in the medium category. Student learning motivation of 21% is in the low category, 61% in the medium category, and 19% in the high category, so it can be concluded that the picture of learning motivation is in the medium category. case method-based learning (X) on learning motivation (Y) of PAI students at Singaperbangsa University Karawang was 16.9% while 83.1% was influenced by other variables that were not variables from the research. The results of the SPSS output analysis have a significance value (sig.) of $0.000 < 0.05$, so it can be concluded that H_0 is rejected, and H_a is accepted, so it can be said "there is an influence of case method-based learning on the learning motivation of Islamic religious education students at the University of Singaperbangsa, Karawang".

Keywords: Learning; Case Method; Motivation; Islamic education.

Introduction

Islamic religious education has an important role in shaping students' character and moral values, which in turn will help them become quality individuals and contribute positively to society. (Salma et al., 2022) Motivation to learn is a key factor that influences success in learning, including religious learning. Students who have high learning motivation tend to be more enthusiastic in understanding and integrating Islamic religious values in their lives. (Makbul, 2021)

However, in the context of Islamic Religious Education students at Singaperbangsa University Karawang, there are problems that need further

research. (Zaharah, 2020) The diverse conditions of student learning motivation, with some students having high motivation and some students having low motivation, are the focus of this research. (Muh. Idris, Evra Willya, Ismail Suardi Wekke, 2020) These differences can have an impact on achieving learning outcomes and their understanding of the Islamic religion.

Learning methods also play a crucial role in motivating students. Case Method-based learning has become an increasingly popular approach in higher education because it encourages problem solving, critical thinking, and active participation. (Hairunisa et al., 2019) However, it is not clear to what extent the influence of this method has on the

learning motivation of Islamic Religious Education students at Singaperbangsa University Karawang.

Learning motivation is one of the important factors that influences learning success. High learning motivation will encourage students to study harder, so that they can achieve optimal learning results. (Suprihatin, 2015) Based on the results of interviews and observations with several lecturers at Singaperbangsa University Karawang, it is known that the condition of Islamic Religious Education students' learning motivation in general is still diverse. There are some students who have high motivation to study, but there are also some students who have less motivation to study.

One factor that is thought to influence student learning motivation is the learning model used. (Agus Suprijono, 2009) The case method learning model is a learning model that can increase student learning motivation. (Fauziah, 2015) The case method learning model is a learning model that uses real cases as learning material. (Suseno et al., 2022) These cases can be problems that occur in society, in the world of work, or in everyday life. The case method learning model has several advantages that can increase student learning motivation, including: 1) Increasing student involvement in the learning process, 2) Increasing students' critical thinking and problem-solving skills 3) Increasing student learning motivation.

In the current era of society 5.0, basic skills are really needed, Average we know the 6 Cs, namely: Critical thinking and problem solving (critical thinking and problem solving), Communication (communication), Collaboration (collaboration), Creativity and innovation (creativity and innovation), Character (character), Citizenship (citizenship).

Critical thinking and problem solving is the ability to think critically and solve problems. Students who have this skill can identify problems, collect information, analyze information, and create appropriate solutions. (Izzati, 2014) Communication is the ability to communicate effectively. Students who have this skill can convey ideas and information clearly and effectively. (M. Nur Ghufon dan Rini Risnawati S, 2012) Collaboration is the ability to work together with other people. Students who have this skill can

work together with other people to achieve common goals. (Rukajat & Makbul, 2022) Creativity and innovation is the ability to think creatively and produce new ideas. Students who have these skills can find new solutions to existing problems. (Sukmadinata, 2009) Character is a collection of good values and behavior. Students who have good character will have morality, integrity, and responsibility. (Makbul, 2021) Citizenship is the ability to be a good citizen. Students who have these skills will understand the rights and obligations as citizens, as well as participate in community activities.

Education in the 21st century must be directed at developing these 6C skills. Teachers can use various learning strategies to develop these skills, such as case method-based learning, problem-based learning, and collaboration-based learning. (Das et al., 2018) One of the efforts made in learning reform is to use the case method approach in learning to provide stimulation for students so that they can learn gradually to fulfill these skills. With the case method, theoretical learning will be more interesting because it involves many students using a student approach. learning center.

Referring to the problem description above, the researcher is interested in conducting research on the influence of case method-based learning on the learning motivation of Islamic Religious Education students at Singaperbangsa University, Karawang.

Materials and Methods

This research uses a quantitative approach with a correlational study method that links variable case method-based learning on student learning motivation. The research population was all Islamic Religious Education students at Singaperbangsa University Karawang, totaling 1149 students. The research sample was 140 students.

The instruments used in collecting data are case method learning perception questionnaires and learning motivation questionnaires. (Sugiyono, 2009) This questionnaire will contain questions that are relevant to case method learning and questionnaires related to learning motivation in the

context of students' developmental psychology lectures. (A. Muri Yusuf, 2015) Questionnaire data will be analyzed using descriptive and inferential analysis techniques, before carrying out classic assumption tests which include normality and linearity tests, then continued with simple regression analysis.

Results and Discussion

To improve the quality of learning in this field, various learning methods have been explored, one of which is Case Method Based Learning. This research aims to analyze the description of case method-based learning, the description of student

motivation in the UNSIKA Islamic Religious Education Study Program and the influence of the case method-based learning method on their learning motivation.

The following is a description of descriptive analysis, prerequisite tests and inferential analysis of the variables studied.

Description of Case Method-based Learning for Islamic Religious Education Students at Singaperbangsa University, Karawang

After data analysis has been carried out on the case-based learning variables for Islamic Religious Education Students at Singaperbangsa University, Karawang, it can be displayed as follows:

Table.1 Description of Case Method Learning for Students.

		Descriptive		
		Statistics	Std. Error	
Case Based Learning	Mean	68.5286	,51498	
	95% Confidence Interval for Mean	Lower Bound	67.5104	
		Upper Bound	69.5468	
	5% Trimmed Mean	68.4762		
	Median	68,0000		
	Variance	37,129		
	Std. Deviation	6.09333		
	Minimum	47.00		
	Maximum	90.00		
	Range	43.00		
	Interquartile Range	8.75		
	Skewness	,136	,205	
	Kurtosis	,877	,407	

Referring to the results of the descriptive analysis, the average value is **68.5286** with a standard deviation value of 6.09333, thus the data,

above is used as a reference for compiling a categorization table which can be displayed as follows:

Table 2. Categorization of Case Based Learning.

Category	Intervals	Frequency	Percentage	Information
$X < (\mu - 1.0\sigma)$	$X < 62.44$	21	15%	Low
$(\mu - 1.0\sigma) \leq$	$62.44 \leq X \leq 74.62$	95	68%	Average
$(\mu + 1.0\sigma) \leq$	$74.62 \leq$	24	17%	High
Amount		140	100%	

Referring to the categorization table above, it is known that 15% of case method learning is in the

low category, 68% is in the medium category, and 17% is in the high category, so it can be concluded

that the description of Case Base based learning is in the **average** category.

Description of Islamic Religious Education Students' Learning Motivation, Singaperbangsa University, Karawang

After data analysis has been carried out on the learning motivation variables of students of the Islamic Religious Education Study Program, Singaperbangsa University, Karawang, the results of the SPSS analysis can be displayed as follows:

Table 3. Description of Student Learning Motivation.

		Descriptive	
Motivation		Statistics	Std. Error
	Mean	53.5786	,37346
95% Confidence Interval for Mean	Lower Bound	52.8402	
	Upper Bound	54.3170	
	5% Trimmed Mean	53.5238	
	Median	54,0000	
	Variance	19,526	
	Std. Deviation	4.41884	
	Minimum	44.00	
	Maximum	62.00	
	Range	18.00	
	Interquartile Range	6.75	
	Skewness	,026	,205
	Kurtosis	-,755	,407

Referring to the results of the descriptive analysis, the average value is **53.5786** with a standard deviation value of **4.41884**, thus the data

above is used as a reference for compiling a categorization table which can be displayed as follows:

Table 4. Categorization of Student Learning Motivation.

Category	Intervals	Frequency	Percentage	Information
$X < (\mu - 1.0\sigma)$	$X < 49.15$	29	21%	Low
$(\mu - 1.0\sigma) \leq$	$49.15 \leq X \leq 457.99$	85	61%	Average
$(\mu + 1.0\sigma) \leq$	$57.99 \leq$	26	19%	High
Amount		140	100%	

Referring to the categorization table above, it is known that 21% of students' learning motivation is in the low category, 61% is in the medium category, and 19% is in the high category, so it can be concluded that the picture of learning motivation is in the **average category**.

Test of the Classical Assumptions of Case Method Based Learning on Student Learning Motivation

The classical assumption test is used to determine whether the analysis was carried out using parametric or non-parametric techniques. In this test there are two tests carried out, namely the normality test and the linearity test. Following are the results of the case method-based learning normality test on student learning motivation:

Table 5. Normality Test Results.

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residuals
N		140
Normal Parameters, b	Mean	,0000000
	Std. Deviation	4.02839232
Most Extreme Differences	Absolute	,064
	Positive	,053
	Negative	-,064
Kolmogorov-Smirnov Z		,759
Asymp. Sig. (2-tailed)		,612

From the table above it can be seen that the value Asymp. Sig. (2-tailed) is $0.612 > 0.05$, thus it can be concluded that the research data is normally distributed.

After carrying out the normality test, continue with the linearity test, which can be displayed in the following table:

Table 6. Linearity Test Results.

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Motivation * Case Based Learning	Between Groups	(Combined)	968,287	24	40,345	2,658	,000
		Linearity	458,451	1	458,451	30,198	,000
		Deviation from Linearity	509,835	23	22,167	1,460	,099
	Within Groups	1745,849	115	15,181			
	Total	2714,136	139				

Above, the Deviation from Linearity value is $0.099 > 0.05$, so it can be concluded that case method-based learning has a linear relationship with student learning motivation.

The Influence of Case Method Based Learning on the Learning Motivation of Islamic Religious Education Students at Singaperbangsa University, Karawang

In this section, we will explain the analysis of case method-based learning data on the learning motivation of Islamic religious education students

at Singaperbangsa University, Karawang, using simple linear regression testing.

The test was carried out using SPSS. To find out whether there is Case Method Based Learning on the Learning Motivation of Islamic Religious Education Students at Singaperbangsa Karawang University, SPSS application regression analysis with a significance level of $\alpha = 0.05$, below are the results of the analysis using SPSS. The results of simple regression analysis can be seen in the following table:

Table 7. Coefficients. The Influence of Case Method Based Learning on the Learning Motivation of Islamic Religious Education Students at Singaperbangsa University, Karawang

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	33,154	3,872		8.56	,000
	Case Based Learning	,298	,056	,411	5.30	,000

Table 8. ANOVAb. The Influence of Case Method Based Learning on the Learning Motivation of Islamic Religious Education Students at Singaperbangsa University, Karawang

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	458,451	1	458,451	28,047	,000
	Residual	2255,684	138	16,346		
	Total	2714,136	139			

The regression line equation is written in the form $\hat{Y} = \alpha + bX$. This equation shows the direction of the relationship between X and Y, whether it is positive or negative. Based on the SPSS analysis results in the coefficient table above, a constant value of $\alpha = 33.154$ is obtained. This number is a constant number which means that if there is no case method-based learning (X) then learning motivation (Y) is 0.298. b =regression coefficient number whose value is 0.298. This number means that for every 1% addition of case method-based learning (X), student learning motivation (Y) will increase by 0.298. Because the coefficient value is positive, it can be said that case method learning (X) has a positive effect on student learning motivation (Y) whose regression equation can be written as $\hat{Y} = 33.154 + 0.298 X$.

Hypothesis testing aims to find out whether the regression coefficient is significant or not. The hypothesis proposed in this research is:

H_0 = There is no effect of case method learning (X) on student learning motivation (Y)

H_a = There is an influence of case method learning (X) on student learning motivation (Y)

To ensure that the regression coefficient is significant or not, a hypothesis test is carried out by comparing the value (sig.) with a probability of 0.05, or you can also compare the t-count value with the t-table.

The basis for decision making can be formulated as follows:

1. If the significance value (sig.) < 0.05 then it can be said that there is an influence of case method learning (X) on student learning motivation (Y)
2. On the other hand, the significance value (sig.) is > 0.05 , so it can be said that there is no

influence of case method learning (X) on student learning motivation (Y).

Based on the SPSS output in table 7 Coefficients, the significance value (sig.) is $0.000 < 0.05$, so it can be concluded that H_0 is rejected, and H_a is accepted, so it can be said "there is an influence of case method-based learning on the learning motivation of Islamic religious education students at the University of Singaperbangsa, Karawang".

Table 9. Model Summary b
The Influence of Case Method Based Learning on the Learning Motivation of Islamic Religious Education Students at Singaperbangsa University, Karawang

Model Summary b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,411	,169	,163	4.04296

From the results of the analysis, it is known that the value of R Square = 0.169, thus it can be concluded that case method-based learning (X) on learning motivation (Y) of PAI students at Singaperbangsa University Karawang is 16.9% while 83.1% is influenced by other variables that are not become a variable of this research.

Discussion

The research results show that case method-based learning has a positive influence of 16.9% on PAI students' learning motivation. This means that the use of this learning method has a significant impact in increasing the level of student learning motivation in the university environment. (Pane & Darwis Dasopang, 2017) In the context of the

Islamic Religious Education Study Program (PAI), learning motivation is very important because it is related to a deep understanding of religion and spirituality. Therefore, these findings have significant implications in improving the quality of learning in this department.

This happens because the case method often involves real-world situations or problems that are relevant to the context of students' daily lives. By embracing cases that they can understand and relate to, students are more likely to feel engaged and motivated to understand the learning material. The case method often requires active participation from students in analyzing and solving problems. These participatory activities can increase student involvement, give them responsibility in their own learning, and in turn, increase learning motivation, in addition, case method-based learning encourages students to think critically and analyze situations carefully. This process can increase students' self-confidence and give them the satisfaction of achieving a deeper understanding of the material, ultimately increasing their motivation.

In the context of Islamic religious education students at Singapore University, the use of the case method may better enable students to relate religious teachings to everyday life situations. This can help students see the relevance of religion in their own lives, which can be a driving force in learning motivation. A combination of these factors may be the cause of increased student motivation in learning contexts.

These results confirm that case method-based learning can be considered an effective learning method for increasing PAI students' learning motivation. (Emda, 2017) This method involves the use of real case studies that are relevant to the subject matter, allowing students to apply their knowledge in concrete situations, which can increase their interest and motivation. (Efrizal, 2020) Singaperbangsa Karawang University use these results as a basis for supporting and developing the use of case method-based learning methods in implementing lectures. Facilities and training for lecturers, as well as curriculum development, can be directed to better include aspects of this method in the learning process.

It is important to remember that these results only reflect the influence of case method-based learning on learning motivation in a specific research context. There are other factors that may influence learning motivation, such as individual factors, learning environment, and previous experiences, which were not included in this study. Therefore, these results do not cover all variables that might influence PAI students' learning motivation. (Sumarni et al., 2013)

Future research can explore factors not included in this study, to provide a more comprehensive understanding of PAI students' learning motivation. In addition, research can identify aspects of the case method-based learning method that are most effective in increasing learning motivation.

The case method as a learning method has long been the focus of attention in educational literature, and its impact on learning motivation has also been widely researched. The following is some analysis from the perspective of experts, including Jean Piaget and Lev Vygotsky, who emphasize the importance of active and participatory education. The case method, which encourages students to actively solve problems, can increase learning motivation because students feel directly involved in the learning process. In the perspective of motivation theories, such as Abraham Maslow's hierarchy of needs or Edward Deci and Richard Ryan's theory of intrinsic and extrinsic motivation, learning methods that provide challenge, recognition and intrinsic satisfaction can increase learning motivation. The case method, by challenging students to solve real problems, can meet these needs. Apart from that, according to contextual learning theory, learning that is relevant to students' daily lives can increase learning motivation. The case method often uses real situations, makes the material more relevant and can increase students' interest in learning.

From the statistical analysis showing a positive effect of 16.9% provides empirical support for the effectiveness of the case method in increasing learning motivation. This is in accordance with previous research which highlights the benefits of the case method in various educational contexts. Therefore, it can be understood that the

relationship between the Case Method and Learning Motivation in the results of this study shows that the case method has a significant positive influence on students' PAI learning motivation. Therefore, it is recommended that this approach can be further involved in learning strategies in the university environment. The Importance of Applying Relevant Learning Methods: These findings emphasize the importance of applying learning methods that are relevant to students' real lives. This can help increase students' interest and involvement in learning, which in pairs contributes to increased learning motivation.

Conclusions

The result from this research is 15% of case method-based learning is in the low category, 68% is in the medium category, and 17% is in the high category, so it can be concluded that the picture of case method-based learning is in the average category. Student learning motivation of 21% is in the low category, 61% in the medium category, and 19% in the high category, so it can be concluded that the picture of learning motivation is in the average category. case method-based learning (X) on learning motivation (Y) of PAI students at Singaperbangsa University Karawang was 16.9% while 83.1% was influenced by other variables which were not variables in this research.

Conflict of Interest: Statement of No Conflict of Interest: I, M. Makbul and Nur Aini Farida, declare that in my research entitled "The Effect of Case Method Based Learning on the Learning Motivation of Islamic Religious Education Students at Singaperbangsa's University Karawang", there is no conflict of interest.

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