



Original Article

## Development of the case method in anti-corruption education courses in physical education and sports

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### ABSTRACT

*The purpose of this study is to create a course design for Anti-Corruption Education at Sekolah Tinggi Olahraga dan Kesehatan Bina Guna that incorporates the case method idea into the Physical Education Study Program. According to Borg and Gall's research and development research, it took more than three months to complete, with the following details: Needs analysis, Planning for model creation, Creation of exercise model designs, Model modification and expert validation, Trials and adjustments in small groups, Field tests and modifications. The research's findings demonstrate that: the case method's development for anti-corruption education courses is appropriate for use as a learning tool, as evidenced by the expert validation results in the case method aspect, which obtained percentages of 81.25%, 94.61%, and excellence of 79.17%; the material expert validation results in the learning design aspect, which obtained percentages of 80%, 81.25%, and 85% in the excellence aspect; and the student assessments results in the case method aspect, which obtained a percentage of 78, 94%. The research conclusion is one way to train students' talents in rhetorical, realistic and critical thinking, as well as basic research is through case method-based learning which originates from field observations and investigations and the findings of this research are consistent with other research regarding the case approach of anti-corruption teaching programs in education physical.*

**Key words:** development, case method, anti-corruption education.

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## INTRODUCTION

The goal of anti-corruption education is to help students become change agents or the future generation of Indonesian leaders. Anti-corruption education not only helps students become more morally upright and aware of the world than

leaders who engage in corrupt activities, but it also develops their capacity to learn for themselves and mold their personalities into ones that are resistant to corruption (Shchekhovska et al., 2023).

Since it may foster an anti-corruption cultural ecology while forming the moral fiber of the next generation, anti-corruption education is regarded as one of the methods for ending corruption. On the other hand, via the Tri Dharma of Higher Education—which combines teaching, research, and community service—universities may embody nine qualities of integrity.

The KPK published nine integrity values that must be incorporated in order to stop corrupt activities (Watch, 2020). Honesty, compassion, discipline, independence, accountability, hard work, simplicity, bravery, and justice are the nine characteristics of integrity (Amri, 2023). The Tri Dharma of Higher Education education, research, and community service can be used to cultivate these nine ideals at the tertiary level. Physical Education at Sekolah Tinggi Olahraga dan Kesehatan Bina Guna includes Anti-Corruption Education as part of its general curriculum. The goal of the Anti-Corruption Education course is to mold students' personalities into those of future educators so that they may grow and interact with pupils in the classroom.

A component of higher education in physical education is the Anti-Corruption Education Lecture series (Maria Montessori, 2012). One of the learning processes in the Physical Education, Health, and Recreation Study Program at higher education is the implementation of Anti-Corruption Education Lectures. A stronger tool for STOK Bina Guna students to build and diversify educational development with an anti-corruption character in society is the adoption of case method-based Anti-Corruption Education lectures (Supandi, Agus; Vernia, 2015). It is the responsibility of students to attain lecture competency, which includes comprehension, analysis, and the ability to foster harmony in the growth of sports as a social necessity. Students may develop and gain higher order thinking skills using the case approach, which can help them handle difficulties in both the classroom and in daily life. Additionally, this approach helps pupils improve their teamwork, flexibility, communication skills, and creative capacities. Both with and without professor direction, students are able to complete autonomous learning

tasks. One of the innovations of outcome-based education is the case method concept (OBE). Program learning outcomes (CPL) are the foundation for thinking about learning outcomes in the context of higher education, as opposed to course learning outcomes (CPMK). In order to improve the quality of sustainable learning, Outcome-Based Education (OBE) consists of three interrelated stages: (1) Outcome Based Curriculum (OBC); (2) Outcome Based Learning and Teaching (OBLT); and (3) Outcome Based Assessment and Evaluation (OBAE). The assessment and evaluation process is based on CPL achievement (Sari et al., 2023).

Student competencies must be prepared to be more connected with the needs of the times. The development of the case method, which was transformed into the Indonesian National Qualifications Framework Curriculum (KKNI), is a form of preparing students to face social and cultural changes, the workplace, and rapidly developing technological advancements (Novita et al., 2022). Cycle phases that relate to the National Higher Education Standards (SN-Dikti) as curricular quality control will come after the introduction of case method-based lectures. In order to facilitate comprehension of the application of the case method, the head of coordination for each science group will accompany the application. The use of the case-based technique in the educational system has involved considering systemic factors like funding and facilities, among others. Process observers concentrate on the mechanisms involved in learning that govern, arrange, and transmit knowledge (Minto et al., 2023).

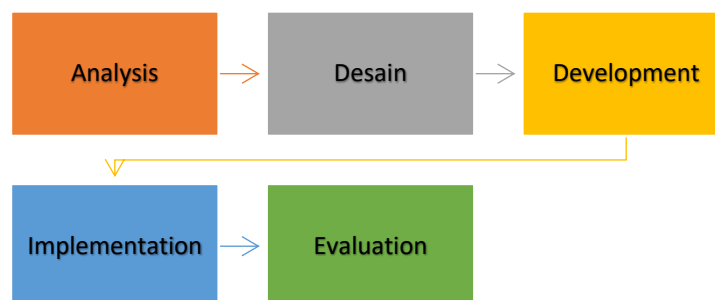
Since STOK Bina Guna is an independent higher education institution, the idea of creating case method courses in Anti-Corruption Education lectures will strengthen the courses as learning that can balance global digitalization and prevent a decline in lecture competence. It will also help to create students with character, especially in Anti-Corruption Education courses. Since there hasn't been much progress in technological innovation recently, new findings in the field of education are highly anticipated (Muammar & Taufik, 2023). The application of the case method in Anti-Corruption Education lectures will be evaluated based on the quality assurance achievements of the Semester Learning Plan (RPS) and reinforced by Anti-Corruption Education lecture teaching materials in the concept of technological innovation (Maria Montessori, 2012). Numerous studies have

looked at the case method in physical education, but there are undoubtedly unique features associated with this issue that are unique to each location and gender. Whatever the parties involved, the research phases that have been completed. Aside from that, not much has been done on the subject that this research has focused on. The research's conclusions also highlight the necessity of a case technique for enhancing the teaching of anti-corruption lessons in physical education (Juhrodin & Laksana, 2022).

Overall, the results of this research support existing research related to the case method, anti-corruption and physical education. The findings and recommendations from this research, namely the case method, prove that the results of learning development for students have increased. Therefore, it is prioritized to be able to use the case method in anti-corruption physical education for students

## **METHOD**

Using a research and development (R&D) research approach, case method-based teaching materials for the Anti-Corruption Education course are developed. Creating a Case Method for Anti-Corruption Education Courses as Physical Education Development is the research project in issue. Validation activities are conducted throughout the product development process to offer evidence of the product's potential for generalization. Product development and validation are aided by research and development. According to (Cahyadi, 2019) the ADDIE approach which extends analysis, design, development, implementation, and evaluation is used to construct instructional design, also known as learning design. Two learning experts and two material specialists served as research subjects in this study to evaluate various features of the instruments that had been developed. In the meanwhile, thirty-two students served as the study's research subjects.



**Figure. 1:** Series of Procedures and Development Research

1. Analysis: needs analysis to determine problems and appropriate solutions and determine student competency.
2. Design: determine special competencies, anti-corruption case methods
3. Development: Producing case method programs and teaching materials used in anti-corruption physical education
4. Implementation: implementing a learning program by applying the case method design or anti-corruption specifications for physical education
5. Evaluation: evaluating learning programs and evaluating learning outcomes.

## RESULTS AND DISCUSSION

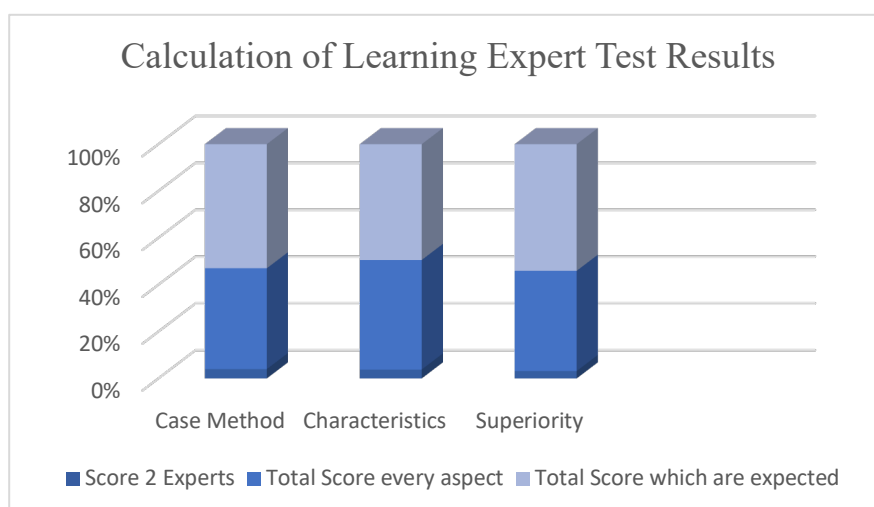
### Analysis

The average feasibility percentage was 85.75%, with the case method aspect scoring 81.25%, the characteristics aspect scoring 94.61%, and the excellence aspect scoring 79.17%, according to the table of learning evaluation results by material experts. Create a case procedure in accordance with the "Very Feasible" qualifying criteria based on the category feasibility in Table 1.

Table 1. Calculation of Learning Expert Test Results

No	Assessment Aspects	No. Item	Score 2 Experts	Total score Every Aspect	Total score which are expected
1	Case Method	1	10	65	80
		2	10		
		3	8		
		4	6		
		5	8		
		6	8		
		7	8		
		8	7		
		9	10		
		10	10		

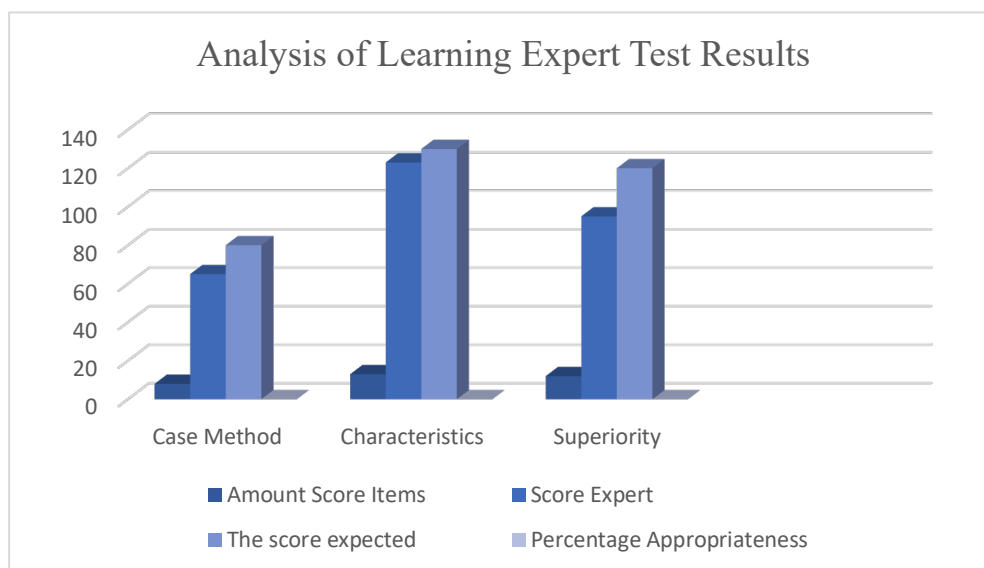
		11	10		
		12	10		
		13	10		
2	Characteristics	14	10	123	130
		15	10		
		16	9		
		17	10		
		18	8		
		19	8		
		20	9		
		21	9		
		22	8		
		23	8		
		24	8		
		25	7		
3	Superiority	26	8	95	120
		27	7		
		28	9		
		29	8		
		30	7		
		31	8		
		32	8		
		33	9		
	Total score			283	330



**Diagram 1.** Calculation of Learning Expert Test Results

**Table 2.** Analysis of Learning Expert Test Results

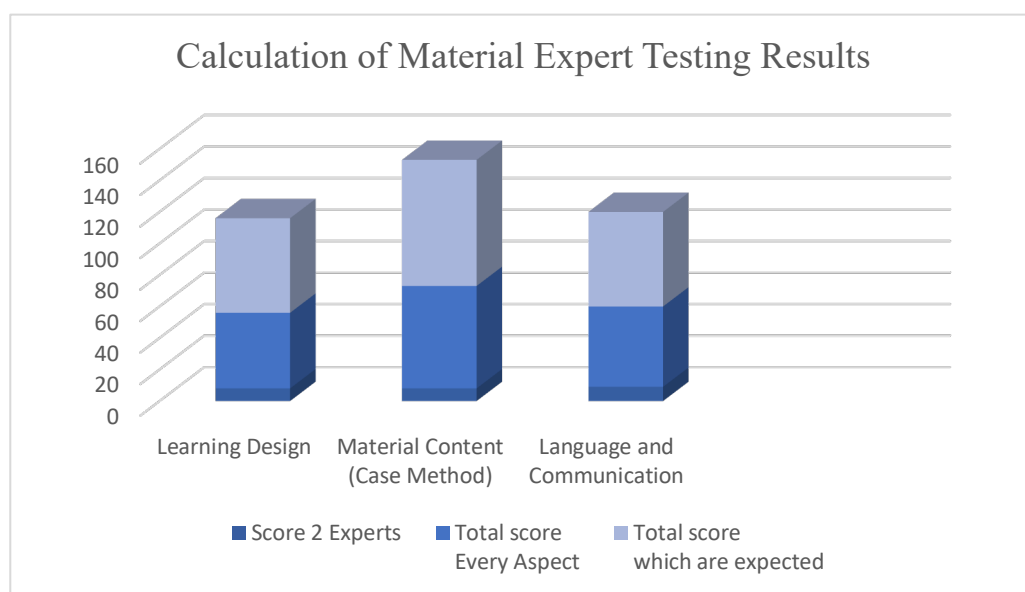
No	Assessment Aspect	Amount Score items	Score Expert	The score expected	Percentage Appropriateness
1	Case Method	8	65	80	81,25%
2	Characteristics	13	123	130	94,61%
3	Superiority	12	95	120	79,17%
	Amount	33	283	330	
	Average Score				85,75%



**Diagram 2.** Analysis of Learning Expert Test Results

**Table 3.** Calculation of Material Expert Testing Results

No	Assessment Aspects	No. Item	Score 2 Experts	Total score Every Aspect	Total score which are expected
1	Learning Design	1	9	48	60
		2	8		
		3	8		
		4	7		
		5	8		
		6	8		
		7	8		
		8	8		
2	Material Content (Case Method)	9	8	65	80
		10	8		
		11	9		
		12	8		
		13	8		
		14	8		
		15	8		
		16	9		
3	Language and Communication	17	9	51	60
		18	9		
		19	8		
		20	8		
Total score				164	200



**Diagram 3.** Calculation of Material Expert Testing Results

## Design

The learning steps are prepared using the case method learning method which refers to the Main Performance Indicators (IKU) of PT No. 7, namely in the learning process using collaborative and participatory classes. Learning Design prepared for face-to-face learning.

Learning design uses a case method approach in anti-corruption physical education which focuses on the learning process of solving cases so that students can synthesize knowledge through solving the cases given. Learning using the case method is carried out at meetings 3-8 and meetings 12-16.

## Development

In learning that uses the case method, the steps taken are: 1) Students act as "protagonists" who try to solve a case. 2) Students conduct case analysis to develop solution recommendations, assisted by group discussions to test and develop solution designs. 3) The class discusses actively, with the majority of conversations carried out by students. 4) For non-UTS/UAS assignments, the report is done by making a video explanation of the student's assignment. 5) For UTS/UAS assignments, it is made in the Case Study Results Report.



Table 4. Analysis of Material Expert Testing Results

No	Assessment Aspect	Amount Score items	Score Expert	The score expected	Percentage Appropriateness
1	Learning Design	6	48	60	80%
2	Material Content (Case Method)	8	65	80	81,25%
3	Language and Communication	6	51	60	85%
	Amount	20	164	200	
	Average Score				82,08%

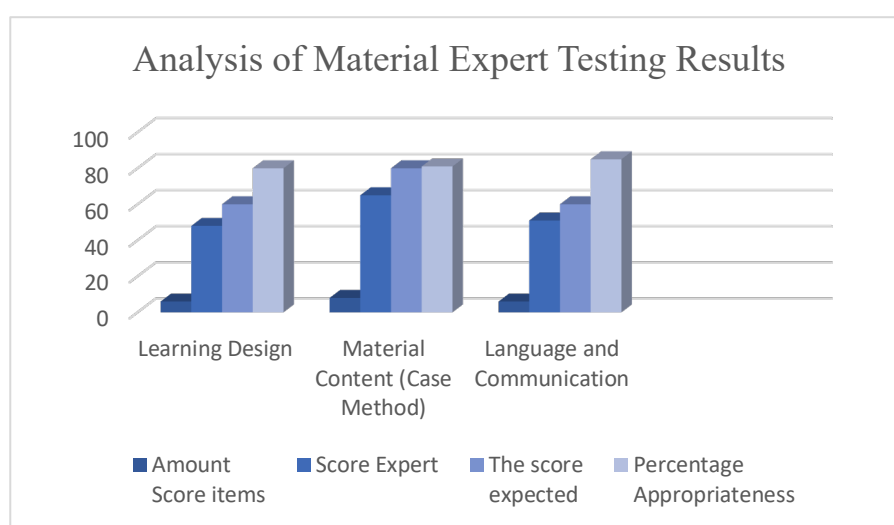


Diagram 4. Analysis of Material Expert Testing Results

The learning design element obtained a feasibility percentage of 80%, the material content aspect received 81.25%, and the language and communication aspect received 85%, according to the results of the material expert evaluation based on the feasibility category table. Between these three factors, the average outcome was 82.08%. The learning material in the eligibility criterion is deemed "Very Eligible" based on the feasibility categories listed in Table 4. Students evaluate learning items by completing a questionnaire following their attempt to employ the case technique under test. A set of 19 questions was created as a questionnaire. The outcomes of student product trials are listed below.

Table 5. Test results

Question No	Respondent scores were 32 students	Question No	Respondent scores were 32 students
1	132	11	131
2	133	12	131
3	121	13	125
4	117	14	125
5	120	15	134
6	133	16	136
7	134	17	132
8	119	18	118
9	121	19	126
10	112	Amount	2400

### Implementation

As reference material for students carrying out case studies, anti-corruption course handouts were prepared. This handout briefly explains the main points of material that students can use to complete their case studies. Before carrying out the case study, the lecturer explains the content of the handout. Apart from handouts, instruments and several cases were also prepared which students could use as case study material.

### Evaluation

Students' evaluation of case method-based learning with 19 questions yielded a score of 2400 out of 3040, or 78.94%, according to the data. It falls into the "feasible" category according to Table 5's feasibility criteria. Thus, it can be said that it is possible to construct and apply the Case Method for the Anti-Corruption Education Course in Physical Education.

### Discussion

Overall, based on the study findings and with help from (Nur et al., 2021) research, it was determined that the development of the case approach for anti-corruption education courses in physical education is appropriate for usage. Students who study using team-based project methods and the case method have learning growth skills with an average of 81.4, according to the effectiveness test

findings based on the t-test. more than the 73.9 average of pupils who use direct learning tactics to study. Next, (Harahap & Yusra, 2022) The average score for every student fell between 75 and 78, indicating a generally 'good' performance based on the areas that were evaluated. The facts that have been given as a consequence of fieldwork and observations, in particular, are sufficiently clear. Students' debating environment encourages the development of both group and individual rhetoric (Wibowo et al., 2023). The study's conclusion is that one way to train students' talents in rhetoric, realistic and critical thinking, and basic research is through case method-based learning that comes from observations and field investigations. In summary, students are encouraged to participate in eye class forums by learning case solution (case method) based on observations and investigations. All things considered, this study's findings are consistent with other studies on the case approach of anti-corruption teaching programs in physical education. The research's conclusions and suggestions specifically, the case method show that students' learning progress has produced better outcomes.

Case studies involve collecting a lot of data because the researcher tries to build an in-depth picture of a case. To require a good analysis in order to be able to compile a relevant description of the cases that arise (Nur'aini, 2020). For example, theme or issue analysis, namely analysis of a case context or setting in which the case can describe itself. Case studies also form a "larger" structure in the form of written narrative. This is because a case study uses theory to describe the case or some analysis to show comparisons of cases across or between places. From the explanation above, it can be explained that the "best preparation" for conducting a case analysis study is to have a strategic analysis (Nurahma & Hendriani, 2021). Without a good analysis strategy, case studies will be difficult to carry out because researchers are "playing with a lot of data" and a lot of data collection tools.

## CONCLUSION

Based on the results of the expert data analysis carried out, it can be concluded that the development of the case method in anti-corruption education courses in physical education as a whole can be classified as feasible based on the tests carried out. This research shows that the use of the case method is effective in

anti-corruption learning in physical education. The results of this development can add references and insight for academics, practitioners and physical education teachers so that they can produce case methods that support successful learning so as to obtain maximum results. The novelty of the research is that the case method developed is directly applied to anti-corruption physical education. The case method used also stimulates students and can be created and used for demonstrations in physical education. The limitation in this case is that this research can further test the effectiveness of the product on a wider scale and is carried out up to the stage of the product marketing process.

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