

# Case Basis's Collaborative Learning to Increase Understanding of Key Concepts in Economics

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Abstract: Economic literacy is important for everyone. Some research shows that important concepts in economics are often misunderstood both by laymen and students. It is a task and challenge for the lecturers to always innovate in the teaching and learning process. This study aims to adopt and test the effectiveness of case-based collaborative learning approaches. The hypothesis tested is that students who have the opportunity to discuss the case at the beginning of the lecture will have a deeper understanding of the economic concepts being studied. A quasi-experiment method is used to compare between classes that have case-based learning methods (as an experimental group) and classes that use methods that give more portions to lectures as (as a control group). Study is limited to one key concept that is learned by students at an early level, namely the concept of "externality". There is evidence that group discussion of a complex case is a method that has great potential use. Based on these findings, the practical advice that can be given to teachers is to reveal interesting cases for discussion.

## 1 INTRODUCTION

Economic literacy is important in a democratic country because it is useful to critically weigh a political promise (Case et al., 2014). Economic knowledge is also useful for more personal needs, such as understanding the news of commodity and stock price fluctuations.

Understanding economic phenomena is not easy. Research shows that important concepts about economics are often misunderstood. Study in Hong Kong proves that many students do not fully understand the concept of elasticity and sales tax (Pang and Marton, 2003). Study of Cole et al. (2009) and Junaidi (2011) also show that economic literacy in Indonesia and India is not good. Research at four universities in the UK also shows that not all students are able to see the integration between economic concepts (Davies and Mangan, 2006).

Students' understanding to key concepts of economics is a challenging task for a lecturer. In addition, lecturers also face sociological and economic challenges. Because of financial needs, the university was forced to accept many students. Consequently, lecturers must teach in large classes. In fact, every student has various cognitive abilities, motivations, strategies, and learning preferences.

These challenges require innovation in the teaching and learning process. Educational psychology reveals that effective learning must be

student-centered, namely case-based collaborative learning. This study is limited to one key concept learned by students at the beginning, namely the concept of "externality".

As a class-based research, this research will contribute practical knowledge on how to apply learning models that are relatively new in the economic field. In addition, another practical benefit is that this research will produce ways to evaluate students' understanding of key economic concepts.

## 2 LITERATURE REVIEW

A general understanding of collaborative learning is a method of learning in which students work in groups (Dillenbourg, 1999).

In general, collaborative learning is an effective method to improve students' understanding of teaching material (Johnson & Johnson, 2002; Qin et al., 1995). However, group work is not always effective for learning (Barron, 2003). The problems that often occur are "free rider" effects, which in turn can encourage active members to reduce their efforts ("sucker" effect). In addition, the phenomenon of "social loafing" often occurs in group work (Kreijns, et al., 2003; Salomon & Globerson, 1989). In on-line groups, whose interaction is mediated by the

internet, communication misunderstandings are easy to occur (Reimann, et al., 2009).

In terms of social psychology (group dynamics), there are two main conditions for group work to be effective, namely positive interdependence and individual accountability (Johnson & Johnson, 1999; Slavin, 1999). In terms of cognitive, collaborative learning is useful for the learning process because it provides a context that requires students to elaborate or process material in greater depth (Webb, 1991; Webb & Palincsar, 1996; Weinberger et al., 2005). Meanwhile, case-based learning can be categorized as one of the variants of inquiry-based learning or IBL (Aditomo, 2011).

However, Kirschner, et al. (2006) by using cognitive load theory, put forward a broad and hard critique of all forms of learning that ask students to work on their tasks independently. Nonetheless, a meta-analysis study by Furtak et al. (2012) found that the inquiry method with the components of the teaching guide was more effective. Furthermore, the inquiry method needs to be combined with direct teaching as in the study of productive failure by Kapur and Bielaczyc (2012).

### 3 RESEARCH METHODS

This study uses a quasi-experimental method by comparing between two classes that have case-based learning methods (as an experimental group) and four classes using the lecture method (as a control group). Because it is done in real lectures, random division is only applied at the class level, not at the individual subject level.

Table 1: Experimental design

Group	Intervention	Post-test
Experiment (2 classes)	Discussion of small group cases, then class discussions and lectures.	Individual quizzes are brief essays.
Control (4 classes)	Lectures (including on cases given to the experimental group)	

#### 3.1 Research Participants

The participants of this study were the first semester students who were attending the Introduction to

Economics. The study participants consisted of 376 students divided into 6 classes (containing 48 to 71 students per class).

#### 3.2 Material and Measurement Instruments

Teaching materials used for externality topics are:

*A manufacturing plant polluted the nearby river, causing resentment in the downstream population. In a city meeting, residents discussed three proposals for solving problems. Based on your understanding of externalities, choose the best proposal in your opinion and give an argument for your answer.*

*Proposal 1: Because residents of the downstream region will benefit from pollution control, they must pay for it. Obviously this is a case of external benefits from positive externalities. Property taxes must be imposed on residents of the downstream area.*

*Proposal 2: The government must force the pollution-causing factory to be closed. That is the only way to stop all pollution. There is no reason for downstream residents to suffer. All other solutions will only leave dirty water.*

*Proposal 3: The company does not calculate all production costs; it should maintain the cleanliness of the river included in these costs. A tax, called a tax on polluted flow, must be imposed on the company for every cubic of polluted water released into the river.*

Students' understanding of externalities after intervention is measured through the results of the quiz with a short essay question as follows:

*"A coal mine named" PT Batu Bumi "produces waste that contaminates the surrounding groundwater. The government issues suggestions and calls for the mining to process the waste produced so that it becomes harmless to the surrounding environment. Do you think that the PT Batu Bumi mine owner will comply with government advice? Why?"*

In addition to questions that measure the understanding of the concept of externalities, the quiz also contains 15 multiple-choice items used to measure learning outcomes on other topics.

#### 3.3 Data Analysis

Qualitative data in the form of student answers to quiz questions about the concept of externality were analyzed using content analysis methods (Strijbos, et al., 2006; Weinberger & Fischer, 2006). The results of this analysis are in the form of categories that are

qualitatively different about the concept of externality (Chi, 1997; Marton & Pong, 2005).

The response of each student can get coding for more than one category of understanding. Analysis of this content is carried out by research assistants who do not know the research hypothesis, and do not know which class is the experimental or control group. This ensures that the categorization is not biased by the researchers' expectations to confirm the hypothesis. Chi-square statistical test will be used to see whether students from the experimental group write more answers that are more reflective of the correct understanding of the concept of externality

Table 2: Categories of students' understanding of externalities

Category	Understanding	Examples of student answers
A	The external impact of the production of goods (such as waste) will not be included in the cost and price component of the product, unless there is coercion of regulation. There is an explicit understanding of the concept of externality.	No, because every company wants a large profit if it follows the government's advice, the company must pay more, but maybe the company will if the sanction or compensation is not given. No, because if PT Batu Bumi reprocesses the waste that is produced, so it will issue the cost again so as to make profits less. (C / 74/420)
B	External impacts (such as waste) assumed automatically or by itself would be taken into account by the company. In this category, students use the cost-benefit concept, but have not used the concept of externality.	Yes, because if they do not comply with these orders, there will certainly be many problems and costs that the company must incur will be very large. Examples of problems that will occur: demonstrations or protests by local residents and added threat of closure to the company. Yes, of course, with processed waste, it can be formed into new goods even if it adds up costs / processes waste, but also can get other benefits.
C	The company is expected to realize	Yes, because it is a corporate social

	and adhere to ethical or moral principles not to harm the community.	responsibility for the surrounding community. Where social responsibility is one of the company's obligations. Yes, because the negative impacts of waste produced are very dangerous. If the waste contains chemicals, it can pollute the air or even attack the community so that the emergence of rare diseases. Therefore, PT Batu Bumi must be responsible for the waste produced.
D	Answers that are not relevant to the case or not related to the concept of externality.	Yes, but it will take a very long time because PT Batu Bumi is still not used to dispose of waste to a designated place or to treat the waste. No, because the company will not obey the orders of the government whose words are not honest.

## 4 RESEARCH RESULT

Content analysis of student responses in the short essay question shows three main categories of answers that reflect different understandings of externalities (Table 2).

Table 3: Distribution of understanding category

Understanding category		Experiment Group (n=127)	Control Group (n=249)	Total per Category
A	Freq	82	66	148
	%	64.60%	26.50%	39.36%
B	Freq	28	148	176
	%	22.00%	59.40%	46.81%
C	Freq	20	74	94
	%	15.70%	29.70%	25.00%
Score other than externality topics	Avrg	10.94	8.97	9.63
	SD	1.845	2.257	2.32

The number of students whose answers contain each category or type of understanding is shown in Table 3.

Chi-square test of responses distribution shows that the students in the experimental group were more likely to answer the categories of understanding A (chi-square = 51.04,  $p < 0.001$ ), whereas the student group in the control group were more likely to answer the categories of understanding B (chi-square = 47.23,  $p < 0.001$ ) and category C (chi-square = 8.76,  $p = 0.003$ ). In addition, the independent sample  $t$  test showed that the experimental group had a higher quiz score than the control group ( $t = 9.03$ ,  $p < 0.001$ ).

Analysis of the distribution of answers shows that students who study the concept of externality by group case discussions are also more likely to understand the concept more fully (category A). Conversely, students who experience the lecture method are more likely to answer with incomplete understanding (category B) or even misunderstanding (category C), although the difference is not too large. In general, it can be said that students in the experimental group better understand the concept of externality comprehensively.

In terms of methodology, it is important to emphasize that this difference occurs even though the experimental and control classes are taught by the same lecturer, with the same material.

The findings of this study support the theory that collaboration and discussion can trigger deeper cognitive processes (Bransford et al., 2001). More specifically, the results of this study support the theory proposed by Schwartz and Bransford (1998) and by Kapur and Bielaczyc (2012), that the process of thinking about a complex problem or case can activate various prior knowledge or ideas that are relevant to college student. This makes them more prepared to understand the material delivered through direct instruction, such as lectures.

Beyond the analysis of the understanding of the concept of externality, the  $t$  test shows that the experimental group students also scored higher in quizzes about other concepts.

There are two possible interpretations regarding this finding. First, maybe the experimental group students did have better academic abilities compared to the control group. Second, maybe the intervention given to the topic of externality also affects the motivation of students to study other topics.

This is a weakness of this study, which does not have a pre-test data that is useful to investigate which of these two possibilities occurred. The

difference in the number of students who showed better understanding between the experimental group (64%) compared to the control group (26.5%), showed that the effectiveness of case-based collaboration methods was worthy of further study.

## 5 CONCLUSIONS

Group discussion about a complex case (asking students to make an argument) is a method that has great potential usefulness in higher education. In the context of the increasing number of students and the larger the class size that must be handled by lecturers, this method can be an alternative to improve student understanding, without increasing teaching time. Based on these findings, the practical advice that can be given to teachers is to consider making interesting cases as a context for discussion of the concepts or topics of lectures. For further research, it is recommended that this class experiment be carried out in other topics and fields of science, and by taking pretest data so that researchers can control the impact of the ability level and knowledge of the experimental participants.

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## Preface

Proceedings of the 1st International Conference on Economics, Management, Accounting and Business (ICEMAB) University of Muhammadiyah Sumatera Utara, will be an annual event hosted by Faculty of Economics and Business. This year (2018), will be the first ICEMAB in conjunction with International Symposium of will be held on 23 October 2018 at Aula University of Muhammadiyah Sumatera Utara Jalan Kapten Mukhtar Basri No. 3 Medan, North Sumatra, Indonesia.

Disruptive economy is one of the revolutionary ways we shape the way we use products and services. One of the most observed aspect in the disruptive economy in Indonesia is the emergence of online transportation, online stores and others. Disruptive era is not only happening in Indonesia but also the world. Developed countries are running their economies online. This change leads to competition in business and many people are not ready to face this era. The problem is that the ability to change the paradigm of entrepreneurs to digital creative business, especially on small and medium enterprises (SME) in Indonesia still weak. This is not including the problems of government regulations, especially the regulation to manage the Information Technology sector. The disruptive era should be an interesting era to be well managed and benefiting many parties, especially small business entrepreneurs in order to compete and go international. For instance, online transportation could reduce unemployment rates in Indonesia.

The emergence of a disruptive innovation phenomenon has brought the world to change more than ever. Globalization, socialization channel, professional mobility, and upheaval among workers have been become uniform thus forcing the company to focus on the knowledge of workers. At this time, it was said that the crowds of business were disrupted by globalization, technological change, and new competitors. They are forced to search their corporate identities (first). In fact in a healthy company, a commercial model innovation is essential to perpetuate a competitive position. The great problems that emerge from human life in an age of disorder can no longer be solved by a monodisciplinary approach. Therefore, what is needed now and in the future is a style of mindset, learning and disciplined research.

The role of the University is very important to develop the community. The community now entrusts the university as a higher education institution that still has the moral power to become the role model of society in the transformation towards global society. So, it can not be denied if the university has a very big role in empowering entrepreneurship in a disruptive era.

In order to address the problems that occurred in the global disruptive era for Indonesia to become bigger, let's discuss it through the International Conference on Economics Management Accounting and Business (ICEMAB) Forum with the theme: *"Economy creative industry through digitally entrepreneurship and society, a new paradigm in the disruptive era"* which will involve various countries in this program, so that we can change the paradigm in a disruptive era and be able to see the readiness of various countries in the facing of this disruptive era.

Hazmanan Khair, SE, MBA, PhD



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