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Analysis of Cultural and Political Geography Learning Concept Design Based on Case Method and Team-Based Project

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Abstract: This study investigates the implementation of the Case Method and Team-Based Project learning approaches within the context of the Geography Education Department's cultural and political geography courses at Universitas Negeri Medan. These methods, relevant to the Merdeka Belajar - Kampus Merdeka (MBKM) program, aim to enhance student skills through active, applied learning. Employing a qualitative descriptive approach, the research gathered data via questionnaires distributed through Google Forms to a sample of 67 students out of a total population of 454 from the 2019-2022 academic cohorts. Findings indicate that the duration required for the Case Method varies with the complexity of the cases, ranging from 15-30 minutes for simpler issues to over 60 minutes for more intricate problems. The Team-Based Project approach necessitates 7 to 8 meetings, including initial planning and subsequent implementation phases, monitored by lecturers through direct communication or digital platforms like LMS forums or Zoom channels. However, the study reveals inefficiencies in applying these learning methods within the department, attributed to the substantial workload imposed by the Indonesian National Qualifications Framework (KKNI) and a lack of student engagement in assignments. It suggests a comprehensive revision of IQF assignments towards more discussion-oriented and field-practical approaches to address these challenges.

Keywords: Case Method, Team-Based Project, Geography Education, Learning Design, MBKM Program

INTRODUCTION

The Department of Geography Education at Universitas Negeri Medan is currently focused on equipping students with a broad range of skills, including technical knowledge, cognitive and practical abilities, and interpersonal skills such as problem-solving and teamwork. This educational shift aligns with the Decree of the Minister of Education and Culture No. 754/P/2020, which places a significant emphasis on the incorporation of case method and team-based project learning into the evaluation criteria, denoted as Key Performance Indicator (IKU) number 7 (Aulia et al., 2022; Arnidah & Aswan, 2023). The selection of effective teaching methods and media is crucial for facilitating this advanced learning approach (Zagoto, 2022), with studies by Rosidah & Pramulia (2021) and others underscoring the substantial benefits of these methods in enhancing student skills and classroom engagement. Specifically, these methods foster active student involvement and the exploration of real-world problems, thereby enriching the educational experience (Nasir & Maknun, 2022).

The case method as a learning strategy involves presenting students with problems that require solutions (Laili et al., 2023). This pedagogical approach encourages students to engage in problem exploration, identification, and resolution through structured group and class discussions under educator guidance. The aim is to foster the development of students' cognitive, affective, and psychomotor competencies (Akhyaruddin, 2022). Supporting this, research by Syam (2022) demonstrates that the case method enhances students' problem-solving abilities by prompting them to analyze and address the issues at hand effectively. Furthermore, this method is a subset of problem-based learning (PBL) or case-based learning (CBL), both of which are integral to promoting student-centered learning environments (Telaumbanua et al., 2022). CBL, in particular, focuses on employing real-life scenarios to improve instructional problem-solving (Wospakrik et al., 2019). The findings from Wospakrik et al. (2019) suggest that the adoption of CBL not only boosts student motivation but also significantly enhances academic performance, underscoring the value of implementing these methodologies in educational settings.

Moreover, project-based learning methods have been found to foster students' creative thinking skills (Yustina et al., 2020). This approach often involves students in projects that require collaboration, thereby practicing teamwork (Ngadiso et al., 2021). Al Mulhim & Eldokhny (2020) describe project-based learning as a strategy that engages students in complex, goal-oriented learning situations. The Team-Based Project method notably boosts motivation and collaborative learning, facilitating more effective content mastery (Yustitia & Kusmaharti, 2020). It encourages inquiry-based learning, reflection, and higher-level thinking, with educators serving as facilitators (Ferrero et al., 2021; Sumarni et al., 2021; Suartama et al., 2022).

The implementation of the case method and team-based project, aligned with the MBKM program, presents opportunities to enhance student skills, particularly Creativity, Critical Thinking, Communication, and Collaboration Skills (4C), thereby improving graduate quality (Sahertian et al., 2022; Nurulita et al., 2022). These skills are increasingly vital in the 21st century's rapidly evolving technological and scientific landscape (Fauzi et al., 2022). Collaboration, in particular, prepares students to tackle the challenges of globalization in the 21st century (Mulyanto et al., 2020). The case method and team-based project learning models, by bridging theoretical and practical gaps, offer complex, contextual learning experiences that connect academic content with real-world situations (Runtuwene et al., 2021).

Given the dynamic and demanding nature of the contemporary educational and professional environments, it's imperative that learning models, like those based on the Case Method and Team-Based Project, accommodate High Order Thinking (HOT) skills as prescribed in Bloom's Level 4 taxonomy. These skills, which include the ability to analyze, synthesize, evaluate, and create (Ratno & Sitanggang, 2022), are essential for students to effectively navigate and respond to the challenges of our time. Therefore, this study aims to integrate these innovative learning approaches to develop a comprehensive model that is not only aligned with the existing curriculum but also anticipates the future needs and demands of geography education. By tailoring these methodologies to the unique context of the Department of Geography Education at Universitas Negeri Medan, this research seeks to forge a learning environment where students are holistically prepared to face future challenges with confidence and the requisite skill set.

The significance of this research extends beyond academic interest; it holds the potential to reshape the educational experience for geography students at Universitas Negeri Medan. By providing evidence-based insights into the application of case method and team-based projects, this study aims to contribute to the enhancement of curriculum development, inform teaching practices, and ultimately improve student learning outcomes. Moreover, its findings could influence broader educational reform efforts across Indonesia, supporting the national agenda to prepare graduates who are not only academically proficient but also equipped with the skills necessary to navigate the complexities of the 21st-century global landscape. Through this research, we seek to create a learning environment that is not only relevant and responsive to contemporary educational demands but also fosters the holistic development of students, preparing them to confidently face future challenges.

METHOD

This study was conducted within the Department of Geography Education at the Faculty of Social Sciences, Universitas Negeri Medan, adopting a qualitative descriptive approach. This approach was chosen to deeply explore students' perceptions and experiences of different learning methods, aiming to gather a wealth of insights into how these methods influence students' skills and understanding.

The main instrument for data collection was a comprehensive questionnaire, administered through Google Forms due to its widespread accessibility and data collection efficiency. The questionnaire was composed of open-ended questions designed to elicit detailed feedback on students' learning experiences, focusing on their perspectives on the effectiveness of the case method and team-based project learning, as well as any recommendations for enhancement.

The research population comprised all students from the Geography Education Department across the 2019-2022 academic years, totaling 454 students. From this population, a sample of 67 students was chosen using stratified random sampling to ensure a broad representation of different academic cohorts. This sampling method aimed to facilitate a thorough analysis of responses from a varied respondent base, with the sample size determined to maintain a 95% confidence level and a margin of error of 5%, thus enhancing the reliability and generalizability of the findings.

Data analysis focused on thematic analysis of the open-ended questionnaire responses. This qualitative technique was employed to identify and interpret patterns within the data, allowing for the organization of responses into meaningful themes that reflect the impact of the learning methods on student engagement and learning outcomes.

The selection of a qualitative descriptive approach, supported by the use of open-ended questionnaires, aligned with the study's goals to delve into the intricate effects of innovative learning strategies on student learning in the context of geography education. This method was deemed particularly apt for the research objectives, as it excels in capturing detailed narratives of student experiences and perceptions, offering a comprehensive view of the educational dynamics within the Department of Geography Education at Universitas Negeri Medan.

The efficiency of data collection was maximized through the utilization of Google Forms, which facilitated a streamlined and systematic aggregation of responses. Questionnaires were distributed via shareable links through WhatsApp and other social media channels, enhancing accessibility and convenience for participants and encouraging a high response rate by enabling students to share their views easily and remotely. This methodological framework thus ensured a rich and nuanced understanding of students' views on the adopted learning methods, contributing valuable insights into their potential for enriching geography education.

RESULT AND DISCUSSION

Case Method Learning Design Concept

The case method is a learning approach that emphasizes student roles, aligning with Student-Centered Learning (SCL). SCL prioritizes placing students at the core of the learning process, treating them as the main subjects (Sobri et al., 2021). The case method is recognized as an effective strategy for enhancing students' problem-solving abilities and skills. It entails the analysis of carefully selected natural or artificial cases, presenting students with challenges set by their lecturers. Through this process, students engage in simulations designed to deepen their understanding and refine their competencies. The steps for implementing the Case Method in Learning Cultural and Political Geography are outlined in Table 1.

The time required to apply the Case Method model varies depending on the complexity of the cases presented. Simple issues can be addressed within 15-30 minutes; however, more complex cases may require about 60 minutes or more. Case studies that present multiple alternatives typically require less time than those without predefined options. A case study lacking an alternative solution provides a greater opportunity for participants to independently discover

a solution. In situations involving highly complex cases, lecturers can also arrange specialized meetings or lectures focused on those cases using the Case Method.

Table 1. Implementation Steps for the Case Method in Cultural and Political Geography Course

Phase	Role	Responsibilities
Preparation	Lecturer	▪ Identifies and compiles relevant case studies. ▪ Sets them up in the Learning Management System (LMS). ▪ Defines problem-solving procedures and possible solutions. ▪ Prepares the class layout for group discussions, communicated via LMS.
	Student	▪ Familiarizes with the case studies on LMS prior to class. ▪ Gathers necessary literature. ▪ Assists in arranging the classroom for group discussions.
Implementation	Lecturer	▪ Explains learning objectives and case study scenarios on LMS. ▪ Distributes case studies. ▪ Starts the lecture and guides students to form groups and discuss the cases.
	Student	▪ Reviews learning objectives and case scenarios on LMS. ▪ Shares cases with group members. ▪ Clarifies any uncertainties. ▪ Initiates discussion within the group.
Core Activities	Lecturer	▪ Monitors discussion progress. ▪ Offers guidance and employs inclusive and motivating techniques. ▪ Provides positive reinforcement for creative solutions.
	Student	▪ Discusses, analyzes, and links information relevant to the case. ▪ Explores alternative solutions. ▪ Selects the most suitable solution based on the case study assignment.
Closing Phase	Lecturer	▪ Evaluates and comments on student presentations. ▪ Summarizes and concludes on the most appropriate problem-solving alternatives in alignment with learning objectives.
	Student	▪ Presents the group's problem-solving approach and rationale to the class.

Studies highlight that combining case-based learning with traditional lectures enhances students' learning behaviors, particularly in organizing and managing their efforts more effectively, even though it does not necessarily foster a deeper understanding of the subject matter (Baeten et al., 2013). Additionally, the case method, as opposed to problem-based learning (PBL), is recognized for its efficiency in larger group settings and its less resource-intensive nature, presenting a more straightforward, teacher-led alternative that mitigates group dysfunction issues (Tärnvik, 2007). Further research indicates that student-centered learning, especially through the case-based method, can significantly improve learning outcomes, suggesting superior effectiveness over traditional teaching methods (Ramadani & Yuni, 2022). This method's application in multidisciplinary courses, such as those involving management of technology and innovation, has been shown to develop crucial skills like analytical thinking, critical evaluation, and collaboration (Ktoridou et al., 2018). Moreover, integrating student-centered cases with more didactic teaching practices enriches the learning experience, providing a strong social context for exploration and

understanding of curriculum technicalities (Foster & Carboni, 2009). Collectively, these studies affirm that the case method and student-centered learning not only enhance problem-solving abilities and learning outcomes but also promote active participation and innovation, making them indispensable strategies in contemporary education.

Implementation Steps for the Case Method in Learning Cultural and Political Geography

The implementation of the Case Method can be summarized in several key steps, divided between the responsibilities of lecturers and students (Table 2).

Table 2. Implementation Steps for the Case Method in Cultural and Political Geography course

Phase	Role	Responsibilities
Preparation	Lecturer	▪ Identifies and compiles relevant case studies into the LMS. ▪ Defines problem-solving procedures and solutions. ▪ Prepares the class layout for group discussions and communicates this via LMS.
	Student	▪ Familiarizes themselves with case studies on LMS before class. ▪ Gathers necessary literature. ▪ Assists in arranging the classroom for group discussions.
Implementation	Lecturer	▪ Explains learning objectives and case study scenarios on LMS. ▪ Distributes case studies and starts the lecture. ▪ Guides students to form groups and discuss the cases.
	Student	▪ Reviews learning objectives and case scenarios on LMS. ▪ Shares cases with group members. ▪ Clarifies any uncertainties and initiates discussion within the group.
Core Activities	Lecturer	▪ Monitors discussion progress. ▪ Offers guidance and employs techniques to encourage participation. ▪ Provides positive reinforcement for creative solutions.
	Student	▪ Discusses, analyzes, and links information relevant to the case. ▪ Explores alternative solutions. ▪ Selects the most suitable solution based on the assignment.
Closing Phase	Lecturer	▪ Evaluates and comments on student presentations. ▪ Summarizes and concludes on the problem-solving alternatives in alignment with learning objectives.
	Student	▪ Presents the group's problem-solving approach and rationale to the class.

The duration for applying the Case Method varies, with simple cases discussed within 15-30 minutes and more complex ones requiring 60 minutes or more. Cases with predefined alternatives tend to be resolved quicker than those without, offering a greater scope for independent solution finding. For particularly complex cases, lecturers may arrange extended, case-focused meetings using the Case Method.

The implementation of the Case Method in Learning Cultural and Political Geography, as described, showcases a structured and interactive approach aimed at enhancing students' engagement and understanding of complex geographical issues. This method, delineating clear roles and responsibilities for both lecturers and students through various phases, is designed to foster analytical thinking and problem-solving skills. Supporting this, research within the field of geography education reinforces the effectiveness and necessity of the case method. Grant (1997)

emphasizes the innovative nature of the case method, highlighting its capacity to shift classroom dynamics towards a more student-centered learning environment, thereby promoting deeper discussion and interaction essential for grasping intricate geographic concepts. Grant (1997) further elaborates on the case method's effectiveness, focusing on its execution and evaluation, offering practical recommendations for enhancing geography teaching outcomes. Asep (2023) points out the urgency of adopting the case method in the current educational era, particularly within the independent curriculum framework, to develop students' competencies, flexibility, and character. The application of case teaching in regional geography, as explored by Dunlosky (2013), underlines the method's role in improving students' analytical and self-learning capabilities by examining diverse regional characteristics. Additionally, Hofmann & Svobodová (2017) introduce case studies in geography education as a powerful teaching tool, aligning with the concept of "powerful teaching" to equip students with the skills needed to navigate real-life situations through geography education. These findings collectively underscore the case method's value in geography education, affirming its effectiveness in promoting active student participation, enhancing problem-solving skills, and fostering a comprehensive appreciation and understanding of geography, making it an indispensable strategy in contemporary geographic education.

Team-Based Learning Design Concept

A team-based project model empowers students to acquire knowledge and skills by collaboratively tackling authentic, engaging, and complex problem-based tasks. These tasks are typically grounded in real-world situations, carefully selected to align with educational objectives (Yustitia & Kusmaharti, 2022). The process is structured into phases, detailing activities for both lecturers and students (Table 3).

Table 3. Implementation Steps for Team-Based Projects in Cultural and Political Geography course

Phase	Role	Responsibilities
Determination of Fundamental Questions	Lecturer	Introduces challenging questions from real-world scenarios via the LMS, using videos or text.
	Student	Reviews the LMS for materials and questions, initiates discussions based on these questions at the start of class.
Project Planning and Schedule Compilation	Lecturer	Designs the project with objectives, activities, equipment, and materials, and uploads the plan to the LMS.
	Student	Reviews the project plan on the LMS, discusses details and clarifies doubts during learning sessions.
Project Schedule Coordination	Both	Collaboratively develop and upload a project timetable to the LMS, facilitating forums for discussion and instruction.
Monitoring Student and Project Progress	Lecturer	Aids student progress through continuous engagement and support via LMS forums.
	Student	Participates in project execution and group discussions, seeking feedback and revisions through LMS forums or direct meetings.
Outcome Assessment and Experience Evaluation	Lecturer	Provides feedback on student achievements and development, evaluates project products during group presentations for accuracy, technology use, and creativity.
	Student	Presents project outcomes as scheduled, submits detailed project reports through the LMS.
Process Reflection	Both	Engages in individual or group reflection on the learning process post-completion, utilizing virtual or face-to-face meetings for comprehensive discussions.

The implementation of Team-Based Projects typically spans 7 to 8 meetings, starting with problem presentations and planning before mid-semester exams, with subsequent stages unfolding post-exams. This phased approach facilitates continuous lecturer oversight and effective student-lecturer communication through platforms like the LMS or Zoom for guidance and feedback (Suteja, 2023).

The Team-Based Learning (TBL) Design Concept, emphasizing collaborative problem-solving on real-world tasks, mirrors broader educational research underscoring TBL's efficacy across various disciplines, including geography education. Studies such as Clark et al. (2008) have demonstrated TBL's significant role in increasing student engagement, an essential component for fostering an interactive learning environment, particularly in large classes. This finding is crucial for geography education, where engaging students in complex global issues is key. Fatmi et al. (2013)'s systematic review on TBL in health professions education revealed that, despite TBL's effectiveness in improving knowledge scores, the increased demands on learners may affect their perception of this learning strategy. This nuanced insight suggests that while TBL enhances content mastery, its implementation, particularly in geography education, needs careful consideration to balance challenge and learner support.

Furthermore, a meta-analysis by Swanson et al. (2019) highlighted TBL's general superiority over traditional teaching methods in enhancing content knowledge, supporting the model's utility in improving students' understanding through collaborative engagement. Sisk (2011) found that students are generally satisfied with TBL, noting its positive impact on examination scores and engagement, which aligns with the goal of TBL in geography education to deepen engagement with material through teamwork on real-world problems. Additionally, the study by Fransen et al. (2011) on the importance of team and task awareness reinforces the need for structured phases in TBL, where clear roles and collaborative efforts lead to effective learning outcomes.

These studies collectively affirm the TBL design concept's relevance and effectiveness in geography education, underscoring its capacity not only to enhance academic outcomes but also to develop crucial skills like teamwork, critical thinking, and problem-solving. The phased approach, delineating specific activities and responsibilities for lecturers and students, facilitates ongoing interaction and feedback, enriching the learning experience. By fostering a shared understanding and promoting active collaboration, TBL effectively prepares students to tackle complex geographical issues, making it an invaluable strategy in contemporary education.

Implementation of the Case Method and Team-Based Project in the Department of Geography Education

Learning design encompasses the development and application of learning systems, including facilities and procedures designed to enhance learning quality (Khafid, 2019). It integrates various methods that support classroom learning, notably the case method and team-based project approach. The implementation of these models at Medan State University adheres to established guidelines, as depicted in Figure 1, demonstrating their adequacy and efficiency in student application.

According to data presented in Figure 1, 21% of students reported that assignments using the case method and team-based project did not align with the guidelines. Conversely, 79% of students found the assignments to be in accordance with the guidelines. Factors contributing to this discrepancy may include students' limited comprehension of the implementation steps for these methods, a lack of recognition of their purpose and benefits, and minimal participation in related activities. These observations concur with findings from a study by Rahmadi et al. (2022), which surveyed 215 Geography Education majors and identified varied levels of understanding and application of the case method and team-based projects among students. A common issue highlighted was the inadequate explanation of assignment concepts, leading to confusion.

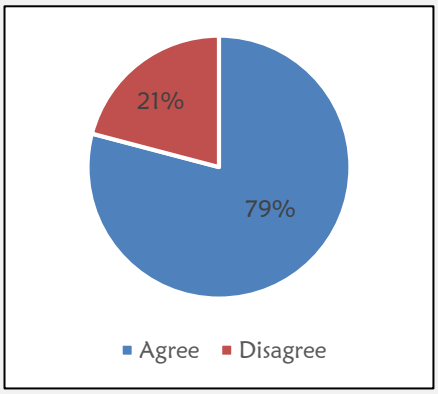

Figure 1. The implementation of the Case Method and Team-Based Project is in accordance with the guidelines.

The application of the case method and team-based project in higher education represents an innovative approach to learning. By engaging in these methods, students are encouraged and required to collaboratively address complex and unstructured problems, fostering teamwork to devise optimal solutions.

These learning strategies aim to cultivate higher-order thinking skills (HOTS), which include analyzing, evaluating, creating, as well as promoting critical, creative, and reflective thinking. The successful incorporation of case and team-based project methods hinges on the thoughtful planning and execution of learning activities, tailored to meet learners' needs and evolving educational trends.

Learning Implementation Planning for the Academic Year 2023/2024

In response to findings from the current study, plans for the 2023/2024 academic year at the Department of Geography Education, Medan State University, include significant adjustments to assignment structures to enhance student engagement and learning outcomes. Key among these changes is the shift from traditional routine assignments, known as TR (Routine Tasks), to more dynamic, discussion-based learning focused on Cultural Geography phenomena within society, as illustrated in Figure 2.

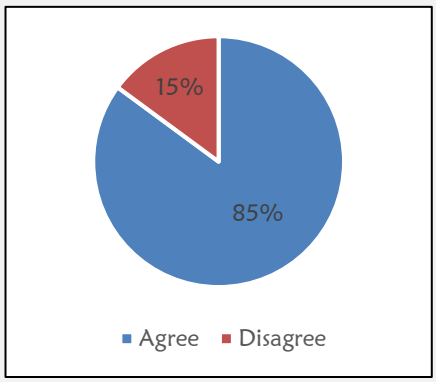

Figure 2. The Routine Assignment/Paper Task System is replaced with Discussion-Based Learning.

According to Figure 2, a substantial majority of students (85%) advocate for replacing routine assignments with discussion-based learning. Only a small fraction (15%) prefer to maintain the traditional assignment model. This preference aligns with findings by Siagian & Siregar (2018),

highlighting student challenges with the constant pressure of routine assignments leading to suboptimal performance. Conversely, sporadic assignments from some lecturers suggest a disparity in assignment distribution that can affect student workload management.

The study also uncovered a student preference against the Critical Book Report (CBR) and Critical Journal Report (CJR) assignments due to their perceived inefficiency. As shown in Figure 3, the majority (76%) favor replacing these assignments with a case study method that emphasizes theoretical concepts. This shift is supported by Dasopang et al. (2022), who note difficulties in accessing necessary literature as a significant barrier to completing CBR assignments. A focus on theoretical study within the case method allows for deeper exploration of the theoretical foundations relevant to the case analysis.

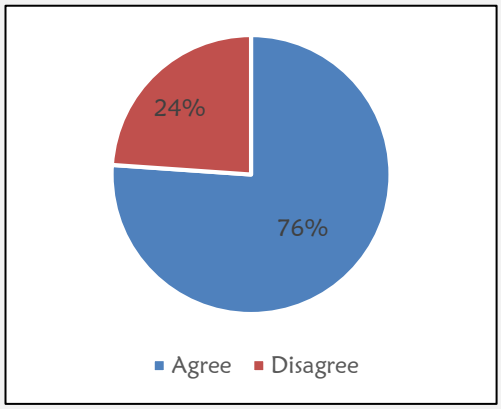

Figure 3. The CBR and CJR Assignment System is replaced with Theoretical Study Content in the Case Method.

Further, the implementation of the case method involves students visiting sites or locations with cultural and political significance to gather data for group-based journal writing, as depicted in Figure 4. Despite 9% of students expressing reservations, likely due to preferences for alternative learning modes or considerations like cost, a vast majority (91%) support this hands-on approach. This method aligns with research by Jumono et al. (2021), emphasizing the importance of student contributions to scientific writing and the potential for significant educational impacts in Indonesia. Widiastuti et al. (2022) and Andayani et al. (2022) further attest to the case method's effectiveness in enhancing critical thinking skills, essential for navigating and resolving complex problems.

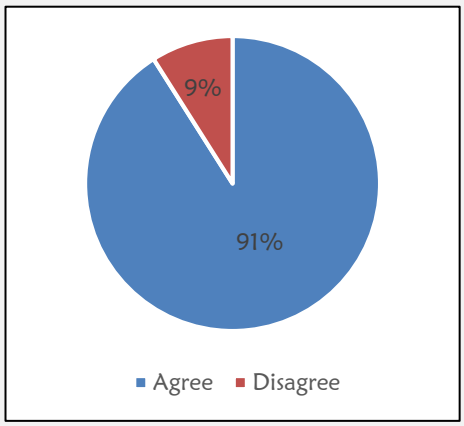

Figure 4. The case method assignment is conducted by visiting historical sites with cultural and political elements.

The proposed changes for the 2023/2024 academic year signify a strategic shift towards more interactive, applied learning experiences. By integrating discussion-based learning, theoretical case studies, and practical site visits into the curriculum, the Department of Geography Education aims to cultivate a richer, more engaging educational environment that encourages active student participation, critical thinking, and a deeper understanding of cultural geography.

The Learning Implementation Planning for the Academic Year 2023/2024 at the Department of Geography Education, Universitas Negeri Medan, proposes significant pedagogical shifts from traditional routine assignments to more dynamic, discussion-based learning and the case method. This strategic reorientation aims to enhance student engagement and learning outcomes by incorporating real-world, culturally and politically significant phenomena into the curriculum. This approach is validated by research findings across the field of geography education, which emphasize the benefits of engaging, student-centered learning methodologies over traditional didactic techniques.

For instance, Jain & Getis (2003) found that Internet-based instruction, an alternative to traditional classroom methods, can be a viable instructional tool, suggesting that non-traditional, technology-enhanced learning environments can support or even enhance student learning outcomes compared to traditional methods. This finding supports the transition towards more interactive and student-centered learning approaches, like discussion-based learning, by highlighting the potential of alternative methodologies to traditional lecture-based instruction in geography education.

Furthermore, Spronken-Smith (2005) detailed the implementation of a problem-based learning approach in teaching research methods in geography, noting marked improvements in student and staff experiences with the curriculum. This approach, which emphasizes working on authentic problems relevant to future workplace scenarios, aligns with the planned shift towards the case method, underscoring the value of applied, experiential learning in enhancing student engagement and skill development.

Additionally, the push towards replacing traditional assignments with the case study method finds support in research by Yeung (2010), who demonstrated the impact of problem-based learning on a pre-university geography class. Yeung highlighted the benefits of engaging students with current and perennial geographical issues through problem analysis and group work, which resonates with the proposed emphasis on the case method for deepening theoretical understanding and promoting critical thinking skills.

Moreover, the transition away from traditional assignments towards more experiential learning modes is echoed in the work by Fuller et al. (2006), who explored the effectiveness of fieldwork as a mode of learning in geography. Their international review underscored the value of fieldwork for developing a comprehensive understanding of geographical concepts, technical and transferable skills, and social benefits, further supporting the proposed plan's emphasis on practical site visits and hands-on approaches to learning.

The Department of Geography Education's strategic shift for the 2023/2024 academic year, with its emphasis on discussion-based learning, the case method, and experiential site visits, aligns with broader trends in geography education research advocating for more interactive, student-centered, and experiential learning methodologies. These changes aim to cultivate a richer educational environment that promotes active participation, critical thinking, and a deeper understanding of cultural geography, reflecting a pedagogical evolution towards more meaningful and engaging learning experiences.

CONCLUSION

The introduction of case and team-based project learning methods into the Geography Education Department at Universitas Negeri Medan has been met with enthusiasm. These methods have significantly contributed to a more dynamic and engaging classroom environment by fostering discussion, teamwork, and active participation. Students have benefitted from an

enhanced understanding of real-world phenomena and the development of crucial skills such as cooperation, communication, and leadership, essential for both academic and professional success.

Furthermore, the application of case-based learning has bridged theoretical knowledge with practical real-world application, enriching students' comprehension of geographical phenomena and problems. The interactive nature of these learning approaches has not only made education more interesting but has also been effective in improving learning outcomes and nurturing critical thinking abilities among students.

Despite these advantages, the full potential of these learning methods has not been realized due to challenges such as the demanding workload mandated by the Indonesian National Qualifications Framework (KKNI) and limited student engagement in assignments. Addressing these issues necessitates a substantial revision of the KKNI assignments towards a more discussion-oriented and experiential learning model. Essential to this transformation is fostering a collaborative environment between educators and students, aiming to create a classroom atmosphere that is meaningful, enjoyable, creative, and conversational. Such an environment is pivotal for facilitating the learning process, as it encourages students to be more receptive and expressive, ultimately unlocking their true potential.

This approach aligns with the principles set forth in the Law of the Republic of Indonesia Number 20 of 2003 regarding the National Education System, specifically article 40 paragraph 2a, which emphasizes the importance of a conducive learning atmosphere. To enhance the effectiveness of teaching and learning in geography education, it is crucial to prioritize the establishment of an educational environment that is both stimulating and supportive of student growth and engagement.

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