Improving Students' Critical Thinking Skills Through Case Based Learning Oriented Textbook

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ABSTRAK

Pengembangan bahan ajar merupakan wujud upaya dosen untuk mengembangkan strategi dalam pembelajaran yang menyesuaikan prinsip-prinsip tertentu dengan melakukan berbagai adaptasi terhadap berbagai teori pembelajaran. Pengembangan bahan ajar berfungsi sebagai media yang akan memudahkan setiap siswa untuk mencapai hasil belajar dari materi yang akan dipelajari. Penelitian ini bertujuan untuk mengembangkan buku ajar mata kuliah Hukum dan Hubungan Internasional yang valid, praktis, dan efektif dengan menggunakan kerangka pembelajaran berbasis kasus, dan membuktikan potensi dampaknya terhadap kemampuan berpikir kritis mahasiswa. Penelitian pengembangan ini menggunakan model Hannafin and Peck yang terdiri dari tiga tahapan kegiatan yaitu analisis, desain dan pengembangan dan implementasi, serta proses evaluasi dan revisi. Hasil penelitian menunjukkan bahwa buku ajar yang dikembangkan dinyatakan valid setelah ditinjau oleh ahli desain pembelajaran dan ahli materi mengenai kelayakan isi, penyajian dan kebahasaan dengan rerata skor 3,88 (kategori valid) untuk materi dan 4,28 (kategori sangat valid). untuk desain. Buku ajar dinyatakan praktis setelah diujicobakan pada tahap evaluasi satu lawan satu dan evaluasi kelompok kecil dengan skor rata-rata 55,67 (kategori praktis). Hasil uji lapangan keterampilan berpikir kritis siswa menunjukkan bahwa nilai rata-rata untuk pre-test adalah 60,4 dan nilai rata-rata untuk post-test meningkat menjadi 91,2 dengan nilai N-gain 0,78 (kategori tinggi). Artinya, buku ajar berorientasi pembelajaran berbasis kasus yang dikembangkan efektif meningkatkan kemampuan berpikir kritis siswa.

ABSTRACT

The development of teaching materials is a manifestation of the lecturer's efforts to develop a strategy in learning that adjusts specific principles by making various adaptations to various learning theories. The development of teaching materials functions as a medium that will facilitate each student to achieve learning outcomes from the material to be studied. This study aims to develop a valid, practical, and effective textbook of Law and International Relation courses using case-based learning framework, and prove its potential impact on student's critical thinking skills. This development research used the Hannafin and Peck model which consists of three phases of activity: analysis, design and development and implementation, and evaluation and revision process. The results of the study showed that the developed textbook was valid after being reviewed by instructional design experts and material experts regarding the feasibility of content, presentation and language with the mean score 3.88 (valid category) for the material and 4.28 (very valid category) for the design. The textbook was declared practical after being tested at the one-to-one evaluation and small group evaluation stages with the mean score 55.67 (practical category). The field test on students' critical thinking skills revealed that the mean score for pre-test was 60.4 and the mean score was increased for the post-test to 91.2 with an N-gain value of 0.78 (high category). This means the developed case-based learning oriented textbook effectively improves the student's critical thinking skills.

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1. INTRODUCTION

Case-Based Learning (CBL) is believed to have many benefits in facilitating students to learn both in-person or online mode. According to previous study Case-Based Learning (CBL) is a learning process that makes the students subjects of learning who are directed to find solutions to the problems existing in the discussed cases related to the content of the learning material (Arianto et al., 2020). One main characteristic of Case-Based Learning (CBL) is investigation and inquiry on concrete events which are adapted to the contexts faced by students. Case-Based Learning (CBL) learning is carried out based on the results of in-depth analysis to solve a problem so that through this learning model students will observe a problem that occurs conceptually and theoretically. Furthermore, previous study believes that Case-Based Learning is a learning process utilizing problems that occur in real life which is still oriented toward the learning material being studied (Maryati, 2018). It aims to nurture students' high-level thinking skills especially in solving problems using essential knowledge of the learned material. In addition, case-based learning is intended to provide contextual learning practice by integrating problems in various cases as a learning framework to help them make professional decisions; therefore, the students will be introduced to procedures for providing solutions to problems by making rational and appropriate decisions (Djamaluddin & Wardana., 2019; Servant-Miklos, 2019).

The results of previous research indicate that CBL is a unique and interesting approach to support and accommodate higher-order thinking skills in the form of case analysis (Juandi & Tamur, 2021). Through CBL students can be active and creative in discussions so they can handle realm in their lives as well as develop their logical thinking, reasoning and interpretation, open thinking, reflective, and active learning in solving problems (Bansal & Goyal, 2017; Haryanti, 2017). In the end, CBL model becomes teacher's strategy for solving student learning problems in the form of a case-based learning process. The results of previous study concluded that the application of the CBL model can increase students' scientific reasoning abilities and active learning (Wati & Sunarti, 2020).

The reality shows that teaching and learning processes at various levels of education in Indonesia, including universities, are still theoretical-oriented mindsets with conventional approaches and learning methods. Learners might not be able to bridge the gap between the concepts learned in class and the real world and have not optimally been facilitated with the ability to think critically as the beginning of the formation of creative thinking skills which is the highest indicator of high-level thinking in bloom's taxonomy. Meanwhile, according to previous study critical thinking skills are abilities needed by students in the 21st-century skills (21st Century Skills) where students are required to have the ability to analyze and evaluate current living conditions to make important decisions in their lives (Rahardhian, 2022). In line with that, previous study that reveal the aspects that need to exist in critical thinking are aspects of interpretation, aspects of analysis, aspects of conclusions, aspects of evaluation, and aspects of self-regulation (Maslakhatunni'mah et al., 2019; Rani et al., 2018). According to other studies critical thinking is an intellectual process for solving problems or questions that can offer potential solutions that must be answered to find the truth which in the process is characterized by a more developed pattern of leaps of thought (Aslan, 2021; Rahardhian, 2022).

The results of reflection and evaluation of learning in International Relations courses that have been conducted so far indicate that students' critical thinking skills in responding to actual international issues containing legal aspects that occur in the life of nations in this world are not very good. This condition is marked by the students' low ability to identify a real problem, seek clarity on an issue, understand the context of the problem, present arguments based on the concepts of international legal theory that have been studied, and be consistent in arguing and evaluating other people's arguments (Khadijah et al., 2022; Mahmudah et al., 2017). This condition is caused by many factors, one of which is the availability of qualified teaching materials that can facilitate students associating concepts. In addition, the theories learned in class with real words which can accommodate students' critical thinking skills are not widely available as well. In this context, the development of qualified teaching materials which will be able to facilitate students' critical thinking skills becomes important (Rahardhian, 2022; Sulaiman & Syakarofath, 2018). Without teaching materials, teachers and lecturers will find it difficult to increase the effectiveness of learning from the learning stages carried out (Jauhar, 2018; Lestari, 2016). Based on UNESCO, the Ministry of National Education states several requirements for good teaching material as follows: it can facilitate and provide motivation as well as real experience through the choice of words, the level of difficulty, or the images displayed, which still refer to the needs and grade level of the students to be taught (Halamury, 2021; Rahayu et al., 2017).

The development of teaching materials is a manifestation of the lecturer's efforts to develop a strategy in learning that adjusts specific principles by making various adaptations to various learning theories. The development of teaching materials functions as a medium that will facilitate each student to achieve learning outcomes from the material to be studied. In addition, teaching materials function as

guides and controllers for student activities during learning. Good teaching materials will facilitate and develop students' thinking skills in seeing, understanding, and finding solutions to various kinds of cases and problems that occur in real life. In the context of Law and International Relations courses, the development of case-based learning-oriented teaching materials as learning resources is an important thing to do. As stated by previous study, case-based learning-oriented teaching materials can be used flexibly and are expected to be able to facilitate students' abilities to analyze real cases in society with concept orientation and scientific theory that they have learned as a reference when conducting analysis (Agustin & Rafsanjani, 2022).

The teaching materials must be prepared based on the main issues of the cases discussed, descriptions or summary of cases, case analysis or discussion, lessons learned, a clear frame of mind. The most important aspect of case study learning is the active aspect of students in responding to cases that are resolved to be brought into the real world (Kaddoura, 2010; Yusnidar, Y., & Syahri, 2022). This research aims to develop a product in the form of a valid, practical, and effectively oriented Case-Based Learning textbook for Law and International Relations courses. Moreover this study also conducted to prove the potential impact of case-based learning- oriented textbooks on students' critical thinking skills in studying law and international relations courses.

2. METHOD

This research was conducted at Pancasila and Civic Education Study Program, Social Sciences Department, Universitas Sriwijaya. This location was chosen related to the development of Case-Based Learning (CBL) Oriented Textbooks that will be used in Law and International Relations courses. The subjects of this research were students who were taking Law & International Relations courses. This study is using the development which includes three phases of activity namely analysis, design, and development and implementation coupled with evaluation and revision processes. In this development model, according to previous study the orientation is product development, not to evaluate a theory (Sumarsih et al., 2021).

The data was collected through walkthroughs technique or guidelines used by instructional design and material experts to validate the textbooks, questionnaires to find out the opinions and responses of students after product trials, and tests to assess students' critical thinking skills before and after using the textbooks. The product validation was carried out using a walkthrough technique which was given to experts in their field in the form of a Likert scale instrument with five alternative answers. The results of expert validation on all aspects were then calculated for its average, which was used to determine the level of product validity with the categories very valid, valid, quite valid, less valid, and very less valid. To find out the practicality of the textbook, an assessment was carried out using a questionnaire filled out by students. The practicality test given was in the form of a Likert scale with five alternative answers.

After being calculated, the average was used as a criterion for determining the practicality level of the textbooks with categories as follows: very practical, practical, quite practical, less practical, and very impractical. To test the effectiveness of the textbook in improving students' critical thinking skills, the N-Gain value was used. The difference of N-Gain before and after using the textbooks was used to determine the increase in students' critical thinking skills by using the effectiveness interpretation criteria as follows: less than 40% not effective, 40% to 50% less effective, 50% to 75% moderately effective and above 76% effective.

3. RESULT AND DISCUSSION

Result

The use of development model in developing this textbook consisted of several phases, namely the analysis, design and development, and implementation phases which were followed by evaluation and revision processes. Based on the self-reflection result of researchers as tutors for Law and International Relations courses in the at Pancasila and Civic Education Study Program and interviews with students on the course of learning in Law and International Relations courses they have taken, it was identified that students' abilities in criticizing international phenomena related to law and international relations were insufficient. The students were not fully able to implement the concepts of law and international relations that they learned by seeing, analysing, and criticizing actual international phenomena that occur. This means that students critical thinking skills in seeing international phenomena are not good. In addition, it was also identified that the learning resources used in this case the reference books were not able to facilitate and encourage students to be sensitive to understand, assess, criticize, and find solutions to legal problems and international relations that occur in the international community. This problem would be

solved by developing case-based learning-oriented textbooks which are theoretically believed to be able to overcome these problems.

In the design phase, the first step taken was an analysis of the curriculum and syllabus of Law and International Relations courses which aimed to identify competencies and determine core material and important concepts needed to achieve these competencies. Based on the analysis result of the curriculum and syllabus, a concept map and a map of material requirements were obtained which were then used as the basis for developing a case-based learning-oriented textbook. After analysing the needs, curriculum, and syllabus as well as compiling a needs map and determining the title of the textbook, the next step is designing the textbooks. In this design phase, textbooks were written with the structure as follows: 1) textbook identity which includes: book title, table of contents, list of tables, and list of figures, 2) introduction which includes: learning outcomes, learning achievement indicators, learning instructions, 3) core which includes: subject matter and material description, 4) closing which includes summaries, formative tests, bibliography, 5) case-based learning activities which include: study guides, case presentations, case analysis.

The designed textbook was then developed into teaching material in the form of a Case-Based Learning Textbook in Law and International Relations course where the evaluation and revision of the textbooks were made along the process. In this evaluation process, the Tessmer evaluation model which included the stages of self-evaluation, expert review, one-to-one evaluation, small group evaluation, and field test was used. At the self-evaluation stage, the developed Case-Based Learning-oriented Textbook was self-evaluated by the research team. The evaluation focused on content feasibility, presentation feasibility, and language feasibility. Some of the improvements made after this self-evaluation stage were as follows: the previous black and white textbooks appearance was then printed in colour to make it more attractive; the front cover image, which was originally a globe image, was replaced with an image of the international world court building; in the study guide part which was originally made in the form of paragraphs changed into numbering; the source of cases cited from articles, and journals which were not mentioned yet previously was added at the bottom of the article presenting the case.

In the expert review stage, the textbook which had been revised in the self-evaluation stage was validated by experts and lecturers who had expertise in Law and International Relations field. The validation focused on content feasibility, presentation feasibility, and language feasibility. Regarding the contents, the experts suggested expanding and deepening the material on certain topics, and the structure of the textbook must be coherent with the syllabus. In the language feasibility aspect, the experts noted the necessity of being consistent in the use of symbols as well as the need for concision of the linguistic aspects. For the design feasibility, the suggestions from experts included the need to raise actual issues in the offered case-based learning, link the case analysis assignments with the material being studied, integrate the case-based learning rubric into the textbooks, and be concerned with the coherence of the materials. The case presented ideally shows a dilemma in decision-making. In addition, the experts included editing of writing and sources of the image as aspects to be improved. For more details, the results of the assessment of the two validators on the developed Case-Based Learning oriented textbook can be seen in Table 1.

Table 1. The Results of Material Expert and Lecturer's Reviews on the Developed Textbook

Feasibility Aspects	Expert (Validator)	Score	Mean Score	Category
Content	Validator 1	87(4.35)	4.40	Very Valid
	Validator 2	89(4.45)		
Presentation	Validator 1	45(4.09)	4.23	Very Valid
	Validator 2	48 (4.36)		
Language	Validator 1	47(4.27)	4.23	Very Valid
	Validator 2	46(4.18)		
Mean			4.28	Very Valid

Base on Table 1 it shows that the mean score of the two validators' assessment for content feasibility was 4.40, which means that the developed case-based learning-oriented textbook was very feasible to use in terms of content feasibility indicators. The mean score of the two validators' assessment for the feasibility of the presentation was 4.23, which means that the developed case-based learning-oriented textbook was suitable for use in terms of presentation feasibility indicators. Furthermore, the mean score of the assessment of two validators on language feasibility was 4.23, which means that the developed case-based learning-oriented textbook was suitable for use in terms of language feasibility indicators. When combined, the results of the assessment of two validators on the three indicators obtained mean score of 4.28 which means that the developed Case-Based Learning oriented textbook products were very valid.

Furthermore, the validation from instructional design experts and lecturers on the case-based learning-oriented textbooks was assessed based on three aspects. The first aspect was the feasibility of the content which consisted of three indicators, namely the suitability of learning materials, and the suitability of textbooks with case-based learning-oriented learning. The second aspect was the feasibility of the presentation which consisted of six indicators: presentation techniques, presentation support, presentation of learning activity, conformity with the level of student development, presentation integration, and completeness of presentation. The third aspect was language feasibility which consisted of four indicators: straightforwardness, communicativeness, dialogic, and display design. Then the results of the instructional design and lecturer's assessment of the developed case-based learning-oriented textbook are shown in Table 2.

Table 2. The Results of Instructional Design Expert and Lecturer's Reviews on The Developed Textbook

Aspect	Expert (Validator)	Validation Score	Mean Score	Category
Content	Validator 1	82(4.55)	4.58	Very Valid
	Validator 2	83(4.61)		
Presentation	Validator 1	42(3.81)	3.72	Valid
	Validator 2	40(3.63)		
Language	Validator 1	43(3.30)	3.34	Valid
	Validator 2	44(3.38)		
Mean			3.88	Valid

Base on Table 2, the mean score of the assessment from the two validators on the feasibility of the content was 4.55. This means that the developed case-based learning-oriented textbook was very feasible to use in terms of content feasibility indicators. The mean score on the feasibility of presentation was 3.72, which means that the developed case-based learning-oriented textbook is suitable for use in terms of presentation feasibility indicators. Furthermore, the mean score on language feasibility was 3.34, which means that the developed case-based learning-oriented textbook is suitable for use in terms of language feasibility indicators. When the three mean scores from three indicators were combined, the obtained mean score was 3.38 which means that the developed case-based learning-oriented textbook is Valid.

Considering the result presented, the case-based learning-oriented textbook developed has been declared valid after various improvements were made to the product based on suggestions from the experts. The development results at the expert review stage became prototype one which was then tested through the one-to-one evaluation stage. In the one-to-one evaluation stage, prototype one was tested on three students who were chosen based on the ability criteria they had, namely low, medium, and high. This stage was carried out to determine the level of difficulties faced by students when using the developed textbook. After using the textbook in learning activities, the three students were asked to provide their comments by filling out the questionnaire provided.

The student with high abilities said that learning Law and International Relations courses became more interesting, and there was a strong link between the teaching material presented in the textbook and the case analysis assignments displayed at the end of the textbook. The student also explained that the case analysis task presented allowed him to analyze the phenomenon of law and international relations by using important concepts presented in textbooks. The student with moderate abilities said that learning using case-based learning-oriented textbooks is fun, and the colorful presentation of the textbook makes it more attractive. The student also mentioned that the case analysis tasks being carried out challenged her to think more critically and deeply. However, the description of the case material was too long, so it takes her quite a long time to read it. The students with low abilities said that learning law and international relations courses were exciting because the case analysis assignments presented were actual problems.

Prototype two was carried out after revising the results based on the review and suggestions from the validation test stage by the expert and the one-to-one evaluation stage. This prototype two was then tested in the next step, namely the small group evaluation stage. At the small group evaluation stage, prototype two was tested on 9 students who were not the research subjects with heterogeneous abilities. Students were asked to answer the practice questions and analyze the cases in textbooks by making the material contained in textbooks as a reference. The results of their work showed that they could solve all the questions and cases in the textbook well. The success of the students in answering all questions and analysing cases in textbooks at this small group stage showed that the textbook developed was practical. After testing prototype two, students were asked to fill out a questionnaire and provide comments and suggestions regarding the case-based learning-oriented textbooks used in the learning process. The questionnaire was used to see the practicality of the textbook and get suggestions that might be needed to

improve the product before being tested in the field. Some of the students' suggestions and comments at the small group evaluation stage can be seen in Table 3.

Table 3. Student's Comments in The Small Group Stage and Revision Decisions

Student's Comments		Revision Decisons
Strenght	**Weaknesses**	
• The textbook stimulates students to think more actively, creatively and innovatively • By making actual legal cases and international relations as assignments that students do, it makes the learning process more interesting • The teaching and learning process stimulates the students to think critically and systematically because it begins with a presentation of material that students can use as a reference for analyzing the legal cases and international relations presented.	• The cases presented in learning activity 1 entitled "What is the Nine Dash Line Often Used by China for Natuna Claims" were not relevant with the material in activity 1 Definitions, limitations and terms of International Law. • The pictures displayed in the textbook were not clear and some of them are in black and white • The case presented in learning activity 13 about "Indonesian and Malaysian Disputes Against the Sipadan and Likatan Islands" could no longer be called an actual issue, it was not relevant with the title of learning activity 13 Actual International Issues	• The cases presented were changed. • Black and white pictures in textbooks were replaced with colorful pictures to make them clearer • The case presented was replaced with the case "Normalization of Israeli Relations with Arab Countries"

Based on Table 3, the data obtained from the distributed questionnaire which consisted of 15 statements with the lowest and highest score for each statement being 1 and 5 respectively, the mean score obtained from 9 students in the small group evaluation stage was 55.67 in the range of the highest score of 75 and the lowest 15. This means that the category showed practicality in which the Law and International Relations coursebook developed was practical for students and lecturers to use in their learning process. The data of the student's responses in the small group evaluation stage regarding the practicality of the case-based learning-oriented textbook developed can be seen in Table 4.

Table 4. Textbook Practicality in the Small Group Evaluation Stage

No	Respondent	Score	Category
1	AZ	65	Very Practical
2	WD	58	Practical
3	EL	57	Practical
4	TN	48	Practical enough
5	MA	57	Practical
6	A	48	Practical enough
7	L	55	Practical
8	JK	52	Practical
9	SS	61	Practical
	Mean	**55.67**	**Practical**

Base on Table 4, the improvements of prototype 2 based on suggestions and evaluation from the one-to-one evaluation stage resulted in prototype 3 which was tested at the field test stage. After having prototype 3 in the form of a valid and practical case-based learning-oriented textbook in Law and International Relations course, this product was tested on research subjects. Field-test was carried out on students taking Law and International Relations courses using the textbooks developed as learning resources. The case-based learning work instructions is show in Table 5.

Base on Table 5, the textbook implementation started with a brief explanation from the lecturer about important points of the material whose descriptions already exist in the textbook. At the end of the brief description, students were challenged to understand the legal problems and international relations contained in textbooks and find solutions through case-based learning activities. At the learning stage using the case-based learning-oriented International Law textbook, the steps were carried out by integrating the syntax of the case-based learning model. The results of students' critical thinking skills tests in using Case-

Based Learning oriented textbooks in learning Law and International Relations courses can be seen in Table 6.

Table 5. Case-Based Learning Work Instructions

No	Case-Based Learning Syntax Integration
1.	Read and understand the case narrative presented above.
2.	Analyze the case using the concepts of Law and International Relations that you have studied.
3	Work in groups to collect various information from various sources to analyze the case.
4.	Formulate solutions/answers to the questions asked in the case above.
5.	Present the results of each group discussion.

Table 6. Students' Critical Thinking Ability Test Scores in Using Case-Based Learning-Oriented Textbooks

		Score	
		Pre-test	**Post-test**
	N	40	40
	Highest Score	74	100
	Lowest Score	40	72
	Ability to identify problems	68	91
	Ability to define problems	60	90
Score of Each Indicator	Ability to explore problems	54	88
	Ability to evaluate solutions	64	92
	Ability to integrate solutions	56	95
	Mean	**60.4**	**91.2**
	Score (g)	**0.78**	

Base on Table 6 shows that the mean of students' pre-test scores before using case-based learning-oriented textbooks was 60.4 with the detailed mean scores for each critical thinking ability indicator as follows: the ability to identify problems 68, the ability to define problems 60, the ability to explore problems 54, the ability to evaluate solutions to problems 64, and the ability to integrate solutions to problems 56. The mean of students' post-test scores after using case-based learning-oriented textbooks was 91.2, with the mean score for each indicator of critical thinking ability were as follows: the ability to identify problems 91, the ability to define problems 90, the ability to explore problems 88, the ability to evaluate solutions to problems 92, and the ability to integrate solutions to problems 95. The data also shows that the implementation of textbooks with case-based learning orientation effectively improves students' critical thinking skills with an N-gain value of 0.78 (high category). The results of the normality test on the pre-test and post-test scores of students' critical thinking skills is show in Table 7.

Table 7. Normality Test of Students' Critical Thinking Ability in Law and International Relations Courses

	Kolmogorof-Smirnov			Shapiro – Wilk		
	Statistics	df	Sig	Statistics	Df	Sig
Pre	0.153	40	0.019	0.934	40	0.023
Post	0.082	40	0.200	0.959	40	0.159

Base on Table 7, the normality test for all pre-tests for critical thinking skills shows a significant value for Shapiro – Wilk sig $p < 0.05$, meaning that all data are not normally distributed. Different results are shown in all post-test scores for critical thinking skills where the data are normally distributed with a sig p value > 0.05. Then, the results of the t-test analysis show that the mean score for critical thinking skills showed that there were differences in students' critical thinking skills before and after learning Social Sciences Law and International Relations courses using case-based learning-oriented textbooks with a t count of 2.35 > from t table 1.990.

Discussion

Studying Law and International Relations courses using case-based learning-oriented textbooks is interesting and liked by students, not only for students with high abilities but also for students with medium and low abilities. This can happen because the developed case-based learning-oriented textbook is constructed by taking actual cases in real life as the analysis materials to make the learning process more interesting. As believed by previous study problem-based learning is effective for use, especially from the

aspects of motivation, interest, and learning outcomes as well as relevant to competency standards in understanding learning material (Astutik & Triono, 2018). Case-based learning-oriented learning is interesting because it can bridge the gap between theory learned in class and reality. Other study mentioned that case-based learning is a learning strategy to narrow the gap between classroom learning and field technical practice, and effective in practicing theoretical concepts to assess real conditions in the field (Ma & Zhou, 2022).

Studying Law and International Relations courses using case-based learning-oriented textbooks can improve students' critical abilities starting from identifying problems through activities to understand cases, defining problems through activities seeking information related to cases, exploring problems through activities, collecting various theoretical concepts and generalizing materials learned from the textbooks to answer the case problems, evaluating and integrating solutions through group discussion activities, solution presentation, and class discussions. Such construction steps are essential steps to promoting critical thinking skills. Furthermore, previous study said that students having high-level thinking skills will be able to analyze & evaluate information which will raise various questions with important problem topics so that the students can construct these typical questions and problems (Kurniawan et al., 2021). In addition, students are asked to collect and evaluate relevant information by using abstract ideas, being open-minded, and communicating clearly and effectively. Previous study in argues that critical thinking is an individual's ability to criticize, question, evaluate and reflect on the information obtained (Purawati et al., 2016). Other findings that are in line were also made who gave their conclusions regarding the benefits of raising these actual issues and cases in civics education lessons that contributed to increasing students' critical thinking (Alfiandra et al., 2018; Syarafina et al., 2017).

Case-based learning provides real cases from the real world that are constructed for students to think at a high level about valuable problems or issues and is needed by 21st-century learning. Another perspective state that case-oriented learning process is one strategy for teachers to facilitate their students to think critically, learn, ask questions, and reconstruct their knowledge to solve problems (Werdyadiningsih & Sunismi Wahyuni, 2021). The cases discussed in this research raise scenarios of problems that are relevant and realistic in real life. In line with that other study who argues that this case-oriented learning process is one strategy for teachers to facilitate their students to think critically, learn, ask questions, and reconstruct their knowledge to solve problems (Gebre, 2018). The cases discussed in this research raise scenarios of problems that are relevant and realistic in real life. To further support case-based learning-oriented learning, the learning process must also refer to the learning process that facilitates students' critical thinking. This ability is a process of thinking when deciding to solve the problems faced. In other words, Case Based Learning (CBL) is learning process which is oriented to a problem by presenting actual cases (Dinni, 2018; Raji, 2019). The role of educators is to provide a stimulus so that students can be more motivated and able to solve the various problems they face. The form of the stimulus is raising actual cases in the learning process.

The results of interviews and questionnaires given to students show that a case-oriented learning strategy using case-oriented teaching materials as well gets high enthusiasm from students. This enthusiasm is motivated by a learning process that maximally involves students in the learning process. Students get involved in activities to understand the concepts learned from textbooks, understand, and analyze the cases presented, discuss solutions to cases by looking for answers to the problem-solving they offer, and defend the arguments they offer in class discussion forums. Previous study stated that the presentation of case studies is a motivating method that can encourage active involvement, participation, and critical thinking among students (Japar, 2018). In line with the discourse above, previous study concluded that using case-based teaching materials was able to increase student participation and involvement in the learning process (Anas, 2021). This finding is also supported by opinion of other researcher which stated that case-based learning promotes active, experiential learning of the multi-faceted aspects of sustainability (Perry, 2022).

The implication of provide overview related to case-based learning-oriented textbooks in learning activities encourages students to discuss, debate, and find various solutions to the cases being discussed. Case-based learning strategy are problems that might need various solutions to overcome and might not be complete with only one answer but must go through debates with each other to develop students' critical thinking case studies. Case-based learning gives students an insight into real problems to be studied systematically to test interactive problem-solving. This research is not perfect and has some limitations. One of them is the research subject which is limited to involving only students in one study program, namely the Pancasila and Civic Education Study Program. Therefore, it is hoped that future research will be able to further deepen and broaden the scope of research related to case-based learning-oriented textbooks.

4. CONCLUSION

The Case-Based Learning-oriented textbook of Law and International Relations that was developed was declared valid after expert reviews were carried out by instructional design experts and material experts who conducted content feasibility tests, presentation feasibility, and language feasibility which obtained valid category. Meanwhile, the validation result of material experts showed the mean score of the product obtain very valid category. The case-based learning-oriented textbook of Law and International Relations was declared practical after being tested at the one-to-one evaluation and small group evaluation stages. Furthermore, the Case-Based Learning-oriented textbook of Law and International Relations which was developed effectively improves students' critical thinking skills where the mean scores of student pre-test before learning using case-based learning-oriented textbooks that increased during the post-test with high category.

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