

FOSTERING QUALITATIVE CONTENT ANALYSIS SKILLS THROUGH CASE METHOD

Noermanzah (Corresponding author)

Postgraduate Program of Indonesian Language Education, Universitas Bengkulu
Email: noermanzah@unib.ac.id

Dian Eka Chandra Wardhana

Postgraduate Program of Indonesian Language Education, Universitas Bengkulu
Email: dec.wardhana@unib.ac.id

Awalludin

Indonesian Language and Literature Education Study Program, Universitas Baturaja
E-mail: awalludinawri@gmail.com

APA Citation: Noermanzah, Wardhana, D. E. C. Awalludin. (2022). Fostering qualitative content analysis skills through case method. *English Review: Journal of English Education*, 10(2), 689-698. <https://doi.org/10.25134/erjee.v10i2.6312>.

Received: 03-04-2022

Accepted: 17-05-2022

Published: 30-06-2022

Abstract: This study is aimed at demonstrating how students in the University of Bengkulu's master's program in Indonesian language education have improved their capacity to employ qualitative content analysis techniques. This study uses a classroom action research method with the Kemmis and MC model. Data collection techniques using observation, interviews, tests, and documentation. Data analysis techniques are: 1) analyzing qualitative data, namely observation data, interviews, and document analysis; 2) analyzing quantitative data, namely performance test data, and 3) interpreting and setting indicators of success of actions. Test the validity of the data using the technique of inter rater, member check, and triangulation of data sources. The results showed that the application of case method carried out online through Zoom Cloud Meetings and LMS University of Bengkulu was able to improve the ability to use qualitative content analysis methods for students. Improvement both in terms of the learning process that activates the learning experience through solving discourse analysis cases at the level of knowledge and activities trying to analyze class discourse, as well as increasing learning outcomes in the first cycle by 16% which reached a value of 80, increasing in cycle 2 by 91.66% which reaches a value of 80.

Keywords:; *qualitative content analysis skills; case method; learning outcomes.*

INTRODUCTION

The qualitative content analysis method is one of the discourse analysis techniques that seeks to give the discourse's content meaning. As explained by Mayring (2014), qualitative content analysis is a variety of text analysis procedures that integrate qualitative and quantitative analysis steps, making them part of mixed methods. According to Choi and Kim (2019), qualitative content analysis can be carried out by creating inductive categories and deciding deductive categories with the purpose of understanding the meaning of the characteristics of strengths and weaknesses of a text that is researched using, for instance, FGI (Focused Group Interview). Entering Society Era 5.0, to prevent misinformation or hoaxes, students must be able to

acquire digital literacy, which necessitates their capacity to assess discourse using qualitative content analysis (Adila, Weda, & Tamitiadini, 2019). The better the ability to analyze discourse with qualitative content analysis methods, the better students will be in understanding correct information as new knowledge. Then, Karto, Suhartono, Susetyo, Noermanzah, & Maisarah (2019) explained that the ability to analyze discourse with qualitative content analysis will also affect students' ability to innovate, think critically, think creatively, cooperate, and collaborate so that they are ready to become members of the community and the business world.

Researchers frequently utilize qualitative content analysis, particularly when investigating a discourse

or communication event in a community. For example, a study by Sumarno (2020), language and literature learning research uses content analysis. In this situation, content analysis can be utilized to transform the communication phenomena's content into a socially understandable phenomenon, particularly in the study of language and literature. Yenrizal (2018) also used analytical methods to reveal the meaning of the environment in the Srivijaya era through the Talang Tuwo Inscription. Likewise, content analysis can also reveal the contents of the press and online journal coverage during the Covid-19 outbreak in Italy (Corvo & De Caro, 2020). The results of the content analysis showed that the articles in the first two weeks mainly focused on information on the Covid-19 disease ranging from prevention, treatment, healing but also fear, and anxiety. While after a while, about 2 months later the newspapers are much more focused on the socio-political-economic impact that COVID-19 has had in Italy and could potentially happen in the near future for health organizations.

The qualitative analysis method is also able to reveal the contents of Twitter users' opinions through "#amnestipajak" and "#taxamnesty" (Rumata, 2017). The qualitative content analysis method is very helpful in revealing the meaning of an important event in the history of human development, so it is very important to learn, especially for students in the field of language and literature education. As one of the language research methods, the qualitative content analysis method has not received special attention for discourse teachers, especially how appropriate learning methods are to provide understanding to students in improving their ability to use qualitative analysis methods. The study of classroom action research, for example, research conducted by Noermanzah & Suryadi (2020) showed that the method of learning Blended learning based on moodle is able to improve the ability of students in applying critical discourse analysis with the Fairclough model. The results of this study indicate that the Moodle-based Blended Learning method is able to improve students' ability to analyze discourse, especially Norman Fairclough's critical discourse analysis model with evidence of an increase in ability from cycle 1 to cycle 2 with an average value of 80.5.

From the learning outcomes data for the 2019/2021 odd semester, it shows that the ability to

analyze discourse, especially qualitative content analysis, for second semester students of the Indonesian Language Education Master's Program, Bengkulu University is still in the sufficient category, with an average score of 68.82. This low value is indicated by the ability to use qualitative content analysis methods that are not as expected by these nine qualitative analytical procedures, namely determining the material, analyzing the situation where the text originates, formally characterizing the material, determining the direction of analysis, differentiation of questions that must be answered according to with existing theories, selecting analytical techniques (summary, explication, arrangement), definition of units of analysis, material analysis (summary, explication, arrangement), and interpretation (Mayring, 2014; Emzir, 2014; Krippendorff, 2004). The results of interviews with students who took the Discourse Analysis Course also showed that students still had difficulties, especially in analyzing the situation where the text came from, formally characterizing the material, determining the direction of analysis, differentiation of questions that must be answered according to existing theory, selecting techniques. Analytical (summary, explication, arrangement), definition of units of analysis, material analysis (summary, explication, arrangement), and interpretation (Kusrianti & Suharto, 2019). In addition, their lack of insight related to studies conducted on discourse using qualitative content analysis methods.

From the results of observations, the occurrence of low student understanding in carrying out qualitative content analysis in analyzing discourse is influenced by several things such as lack of understanding of the work procedures of qualitative content analysis, incomplete qualitative content analysis teaching materials, lack of practice in analyzing discourse with qualitative analysis methods, methods less interesting learning, and low student motivation in studying a discourse with qualitative content analysis methods. For this reason, it is necessary to present learning methods that are able to maximize the shortcomings of previous learning methods. Learning methods that are thought to be able to stimulate the development of students' thinking progress to solve the problems they face appropriately and motivate students to design an invention are by applying case solving methods or problem solving or problem-based

learning (Sakila, 2019; Sitepu, 2018; Nisa, 2018; Sukesti, 2020).

METHOD

To address this research question, classroom action research using a participatory design is used. Researchers characterize CAR participative design as instructors who perform actions (Kemmis, McTaggart, & Nixon, 2014). The process of action research using the Kemmis, McTaggart, & Nixon Model in general with action steps, namely planning, implementing, observing, and reflecting. The steps of action research are described by Kemmis, McTaggart, and Nixon (2014) in the form of a spiral of self-reflection. Planning for change; providing action; observing the learning process and making modifications based on observations; reflecting on this process and its effects; re-planning; carrying out actions and making observations; reflecting; and repeating in activity 1 are the next steps.

The Kemmis, McTaggart, and Nixon spiral model approach was used during the second semester of the Indonesian Language Education Masters Program at the University of Bengkulu to implement classroom action research procedures that employ problem-solving strategies (2014).

The execution of this spiral model is scheduled over two cycles, which are actually one action in the spiral model.

The population of this study consisted of 12 students enrolled in the second semester of the University of Bengkulu's master's program in Indonesian language education, including 8 women and 4 males. Class A students enrolled in the Indonesian Language Education Masters Program at Bengkulu University FKIP in the second semester of the 2020–2021 academic year make up the research sample or the study's subject. There are a total of 12 participants in the study, including 8 women and 4 men. Purposive sampling is used to determine the sample size (sampling technique with certain considerations or objectives). Students that enroll in the Discourse Analysis Course serve as the sample population. Because there is just one class, immediately class A semester 2, there are a total of 12 students.

Tests, observations, interviews, and documentation techniques are utilized to collect data in order to address the formulation of the research problem. Test methods used to evaluate

student performance in evaluating speech using qualitative content analysis techniques are presented as essay techniques. The observation method, known as open observation, is watching what students and lecturers are doing while they are learning.

Additionally, an open interview strategy was used to gather feedback from instructors and students on the implementation of case-based learning for qualitative content analysis. The next step in the documentation process is to record the lecture program units, audiovisual from the case method application in learning, and semester learning plans.

The main instrument in this research is the researcher and the observer. In this classroom action research, researchers and observers are assisted by the following research instruments.

The observation sheets used are lecturer activity observation sheets and student activity observation sheets in online activities in applying case-solving methods to qualitative content analysis learning. The observation sheet is open, with the observed aspects relating to preliminary activities, core activities, and closing activities. Observation sheet used by the lecturer and student activities is relating to learning steps, starting from preliminary activities, core activities, and ending with closing activities.

Essay tests or descriptions are regulated in the form of a performance test to analyze a discourse using the qualitative content analysis method of the mayring model. Essay tests can be seen in the lecture event unit the part in the appendix. The assessment indicators in discourse analysis are aimed at the performance results of discourse analysis activities using Mayring's qualitative content analysis method are as follows (Emzir, 2014; Eriyanto, 2011; Mayring, 2000).

Table 1. *Assessment indicator of the results of student products in analyzing discourse using the mayring model qualitative content analysis method*

No.	Indicators of Discourse Analysis Activities	Value Weight
1	Material determination	5
2	Analysis of the situation where the text originates	5
3	Characterization that is formal from the analyzed material	5
4	Determination of the direction of	5

	class discourse analysis conducted by students	
5	Differentiation of questions that must be answered according to theory	5
6	The selection of analytic techniques in the form of summary, explanation, and organization	10
7	Definition of units of analysis	10
8	Material analysis (summary, explication, organization)	10
9	Interpretation	45
	Score	100

The steps of data analysis are carried out in two steps, namely quantitative data analysis and followed by qualitative data analysis. Qualitative data obtained from observations and interviews (Thomas, 2006), while quantitative data is test data.

From the results of the essay test, the performance was assessed by two assessors, namely by lecturers and colleagues. Then calculate the average value using SPSS 21. Classical learning completeness criteria will be obtained if there are 85% in the class with a minimum completeness criteria value of 80 or criteria A-.

Activities in analyzing data types of qualitative data come from data on observations of lecturer and student activities in learning, as well as data from the results of interviews with lecturers and students relating to data that cannot be explained from observation data. Observation results from lecturer activities related to implementation qualitative content analysis learning using case solving methods in SAP. If the results are right, it can be informed that the activity of the lecturer in applying the Case Method method is good, and vice versa if it is not in accordance with the work steps Case Method, then the lecturer's activities are considered not good.

It is the same with student activities related to student activities in preliminary activities, core activities, and closing activities. If from the implementation of the three processes of the activity, most of them show active students, the student activities are good, otherwise if they are not active, the student activities are not good.

The results of the interviews are also related to the problems faced by lecturers and students. In this case, the results of the interview are more to help reflect activities or improve the results of actions. The results of the interviews are also the basis for

determining whether the case solving method really provides motivation and good impact for lecturers, especially students in understanding discourse analysis activities using Mayring's qualitative content analysis method.

The interpretation process is an activity of interpreting and carrying out connecting activities quantitative data and qualitative data whether they have achieve a hypothesis in the form of indicators of successful action or not. Then, if it has reached the indicators of success, it can be concluded that the research hypothesis is accepted, namely the case solving method can improve the ability to use qualitative content analysis methods for students in Semester 2 of the Masters Program in Indonesian Language Education, University of Bengkulu.

The indicators for the success of this classroom action research is shown by the application case method in improving the ability to use qualitative content analysis methods for Semester 2 students of the Indonesian Language Education Masters Program, FKIP Bengkulu University, are as follows: (1) The criteria for the limitations in the classroom is 85% with the minimum completeness criteria score of 80 or criteria A-. (2) The results of the observation of the learning process carried out by the lecturer is in accordance with the process or procedure for the application of the case solving method in the lecture program unit. (3) The results of observing student activities that provide information that students are active in the learning process. (4) The results of the interviews showed that students were happy and students are motivated through learning activities qualitative content analysis using case solving methods.

RESULTS AND DISCUSSION

Learning process using case method on material Use of qualitative content analysis method

The results of observations from the learning process using the case method carried out by the lecturer, the learning steps using case solving methods on the material using qualitative content analysis methods and the results of cycle 1 reflection, are as follows:

The steps of learning cycle 1 virtual

Online meeting through the Zoom Cloud application are as follows.

Introduction (20 Minutes). (1) Students and lecturers pray together. (2) Students are asked to log

in at Bengkulu University's LMS, namely on the <https://elearning.unib.ac.id/> page especially for the Discourse Analysis Course and have their attendance checked by the lecturer. (3) Students are checked for their health condition by the lecturer. (4) Students are given apperception by giving video discourses on learning Indonesian language teachers with national level achievements and providing motivation to students. (5) Lecturer explains Sub-CPMK and learning objectives.

Core activities (70 Minutes). Exploration. (1) Students are formed into small groups, each group consisting of 2 students. (2) Each group is given the task of analyzing sample articles from class discourse analysis research using qualitative content analysis methods. The analysis was carried out on how the steps of qualitative content analysis work from several research articles. (3) Students in groups are accompanied by lecturers in solving the problem of analyzing the work steps of qualitative content analysis from several research articles. (4) Students prove the results of their analysis by presenting in the form of a talk show. (5) All group representatives in the talk show discussed and came to joint conclusions about the steps of qualitative content analysis work from several research articles. (6) The lecturer provides reinforcement on qualitative content analysis of several research articles.

Elaboration. Lecturers give assignments in groups to solve cases of analyzing teacher skills in explaining from learning videos downloaded from YouTube with qualitative content analysis tasks, namely: 1) determining the material, 2) analyzing the situation where the text comes from, 3) formally characterizing the material, 4) determine discourse analysis activities, 5) differentiation of questions that must be answered in accordance with existing theories, 6) The selection of an analytical technique in the form of summary, explanation, and settings, 7) definition of units of analysis, 8) material analysis (summary, explication, arrangement), and 9) interpretation of the findings of the teacher's skills in explaining the learning video. (1) The lecturer accompanies students when carrying out problem-solving stages in analyzing teacher skills in explaining from learning videos downloaded from YouTube with qualitative content analysis methods. (2) Each group is able to determine the conclusion of the analysis through the activity of presenting the results of the analysis of the skills of

the teacher in explaining the Indonesian language learning video using the qualitative content analysis method. (3) Each group presents a question and answer session with other groups regarding their findings. (4) Students are given reinforcement by the lecturer from each analysis result by providing analysis results that should be based on the work steps of Mayring's qualitative content analysis method. (5) Students in their groups are asked to improve the results of the analysis outside of lecture hours based on the results of discussions and reinforcement from the lecturer.

Confirmation. (1) Students are given questions regarding the learning objectives that have been achieved. (2) Several student representatives were asked to provide conclusions regarding the learning objectives that have been achieved.

Closing activities (10 Minutes). (1) Students are given reflection by asking questions about the learning objectives that have been and have not been achieved. (2) Students are reminded again of the task of improving the results of their analysis and collecting the results of the improvement analysis at the Bengkulu University LMS, namely <https://elearning.unib.ac.id/> in the Discourse Analysis Course Meeting 6 according to a predetermined schedule. (3) Students and lecturers close the study with students with prayer.

Cycle 1 reflection results

The results of cycle 1 reflection from the results of observing the learning process using the case-solving method carried out by lecturers and students are as follows:

The results of observing the activities of the lecturers are in accordance with the procedures for applying the case solving method in SAP or 100% according to the very good criteria. At the time of exploration, the lecturer was too fast in providing reinforcement for explanations and when students presented in a talk show, they did not ask group members to provide suggestions. Problems occur in elaboration activities, namely the lack of maximum lecturers assisting students at the stage of students doing problem solving because only two groups are actively asking questions while the other four groups are less active. Breakout Rooms should be facilitated for each group so that lecturers can assist more optimally. The lecturer also gave a presentation time in the form of a talk show but did not ask other group members to give their opinion

so that the active students were only group representatives who became the spokespersons in the talk show.

The results of observing student activities show that they are active in every learning activity with 100% results with very good criteria. It's just that there are some students who are less active in conducting discourse analysis with qualitative content analysis methods and more of their group leaders are actively working. Students are also still confused in understanding the steps of analysis using the qualitative content analysis method because the lecturer is too quick to explain and is not accompanied by examples of each stage of the analysis.

The results of the interview showed that the lecturer was too quick in explaining so that it still made students not understand the steps of analysis using qualitative content analysis methods. Then, students still have difficulty understanding the steps of qualitative content analysis correctly, especially in interpreting the data, especially interpreting the data according to the research problem, namely determining the basic skills of teaching teachers.

The average value of cycle 1 is 77.7 (B+) and only 16% of those who are successful have achieved a score of 80 or 2 of the 12 students who were the research sample. This shows that it has not reached 80 or A- because the specific success indicator for classical learning completeness criteria must be 80% with a KKM value of 80 or criteria A-.

The steps of learning cycle 2 virtual face with zoom cloud are as follows.

Introduction (20 minutes). (1) Students and lecturers pray together. (2) Students are asked to log in to the Bengkulu University LMS, namely on the <https://elearning.unib.ac.id/> page especially the Discourse Analysis Course and have their attendance checked by the lecturer. (3) Students are checked for their health condition by the lecturer. (4) Students are given apperception by giving video discourses of writers in the field of discourse analysis who have written in various reputable international journals and provide motivation to students. (5) Lecturer explains Sub-CPMK and learning objectives.

Core activities (70 minutes). *Exploration*. (1) Students are formed into small groups, each group consisting of 2 students. (2) Each group is given the task of analyzing sample articles from class

discourse analysis research using qualitative content analysis methods. The analysis was carried out on how the steps of qualitative content analysis work from several research articles. (3) Students in groups are accompanied by lecturers in solving the problem of analyzing the work steps of qualitative content analysis from several research articles. (4) Students prove the results of their analysis by presenting in the form of a talk show. (5) All group representatives in the talk show discussed and came to joint conclusions about the steps of qualitative content analysis work from several research articles. (6) The lecturer provides reinforcement on qualitative content analysis of several research articles.

Elaboration. (1) Lecturers give assignments in groups to solve cases of analyzing teacher skills in explaining from learning videos downloaded from YouTube with qualitative content analysis tasks, namely: a) determining the material, b) analyzing the situation where the text comes from, c) formally characterizing the material, d) determination of the direction of analysis, e) differentiation of questions that must be answered in accordance with existing theories, f) selection of analytical techniques (summary, explication, arrangement), g) definition of units of analysis, h) material analysis (summary, explication, arrangement), and i) interpretation of the findings of the teacher's skills in explaining the learning video. (2) The lecturer accompanies students when carrying out problem-solving stages in analyzing teacher skills in explaining from learning videos downloaded from YouTube with qualitative content analysis methods. (3) Each group is able to determine the conclusion of the analysis through the activity of presenting the results of the analysis of the skills of the teacher in explaining the Indonesian language learning video using the qualitative content analysis method. (4) Each group presents a question and answer session with other groups regarding their findings. (5) Students are given reinforcement by the lecturer from each analysis result by providing analysis results that should be based on the work steps of Mayring's qualitative content analysis method. (6) Students in their groups are asked to improve the results of the analysis outside of lecture hours based on the results of discussions and reinforcement from the lecturer.

Confirmation. (1) Students are given questions regarding the learning objectives that have been

achieved. (2) Several student representatives were asked to provide conclusions regarding the learning objectives that have been achieved.

Closing activities (10 minutes). (1) Students are given reflection by asking questions about the learning achievements of discourse analysis that has been and has not yet reached the minimum completeness criteria. (2) Students are reminded again of the task of improving the results of their analysis and collecting the results of the improvement analysis at the Bengkulu University LMS, namely <https://elearning.unib.ac.id/> in the Discourse Analysis Course Meeting 6 according to a predetermined schedule. (3) Students and lecturers close the study with students with prayer.

Cycle 2 reflection results

The results of the reflection of cycle 2 from the results of the observation of the learning process using the case-solving method carried out by lecturers and students are as follows:

The results of the observation of lecturer activities are in accordance with the steps for implementing the case solving method in SAP or 100% in accordance with the very good criteria. At the time of exploration, the lecturer had provided a strengthening explanation of the steps of qualitative content analysis so that students gained a good understanding before carrying out the activity of trying to analyze discourse. Lecturers have invited each individual in the group to ask questions so that they are active in question and answer and are able to build their knowledge well. Lecturers have provided Breakout Rooms for each group so that lecturers can assist students more optimally in student activities to solve problems in analyzing discourse.

The results of observing student activities in learning show that they are active in every learning experience with 100% results with very good criteria. It's just that there are still some students who have not actively asked questions because of signal problems.

The results of the interview show that the lecturers have explained in detail the steps of qualitative content analysis accompanied by examples of analysis. Then, there are still students who have difficulty making conclusions about the interpretation of the meaning of the basic teaching skills of teachers and connecting these findings with relevant research.

The average value of cycle 2 is 80.6 (A-) and those who have succeeded in achieving a minimum completeness score are only 91.66% who have achieved a score of 80 or 11 people who have succeeded from the 12 students who were the research sample. This shows that from student learning outcomes in compiling research using qualitative content analysis methods, the indicator of success is 80% of the number of students who have achieved the minimum completeness criteria score, namely 80 or criteria A-.

Improving learning outcomes using qualitative content analysis technique through case-method

The results of cycle 1 show that student learning outcomes in mastering the ability to use qualitative content analysis methods after the implementation of learning using case solving methods in cycle 1 obtained an average value of 77.7 and the number of students who achieved the minimum completeness criteria score of 80 only obtained 2 students. or 16% of the total research sample, namely 12 students. Then, the results in cycle 2 showed that student learning outcomes in mastering the ability to use qualitative content analysis methods after the implementation of learning using case solving methods in cycle 2 obtained an average value of 80.6 and the number of students who achieved the minimum completeness criteria score of 80 which obtained 11 students or 91.66% of the total research sample, namely 12 students.

The application of case-solving methods carried out online through Zoom Cloud Meetings and LMS Bengkulu University was able to improve the ability to use qualitative content analysis methods for students of the Indonesian Language Education Masters Program, Bengkulu University. Although in the first cycle only 16% reached a value of 80, but in the second cycle it increased to 91.66% which reached a value of 80. The learning process with the case-solving method on the qualitative content analysis method was carried out with steps developed from opinion of Yee (2019), Kuzle (2015), Arends (2008), Greiff (2013), Gulo (2002), and Decree of the Minister of Education and Culture of the Republic of Indonesia, Number 3/M/2021, namely 1) solving cases by building concepts in exploration activities with The steps are as follows: a) students are formed into several small groups, b) each group is given a case to analyze qualitative content analysis procedures based on

several examples of research results in the field of discourse analysis, c) students are assisted in the analysis process so that they are able to build knowledge and prove about working steps of discourse analysis with qualitative content analysis methods, d) each group presentation in the form of talk shows, and e) lecturers provide reinforcement to the steps of discourse analysis by using qualitative content analysis methods.

Then, 2) solving cases with activities trying to apply knowledge about qualitative content analysis methods to elaboration activities with the following steps: a) lecturers give assignments in groups to solve cases analyzing with quantitative content analysis about the skills of teachers in explaining from the downloaded learning videos from YouTube; b) the lecturer accompanies students when carrying out problem-solving stages in analyzing the teacher's skills in explaining; c) each group presents the results of its discourse analysis in the form of a talk show; d) students are given a strengthening explanation by the lecturer.

In the application of the case-solving method that has been applied to the material using the qualitative content analysis method according to Greiff (2013) and Gulo (2002), a special strategy is needed so that students are able to formulate problems, examine problems, formulate tentative assumptions with alternative problem solving, collect data, classify data, presenting data in the form of narratives and pictures, conducting evidence and establishing conclusions, to communicating the results of the analysis in the form of groups. In action research, the case-solving steps are carried out twice and at two levels, namely carried out at the exploration stage by building knowledge through completing analysis of examples of research results in the field of discourse analysis and at the elaboration stage by conducting activities trying to analyze discourse. Learning by using qualitative content analysis methods.

With the stage of building knowledge at the beginning, students can easily solve the given analytical case. Although the ability to use qualitative content analysis methods is still not optimally accepted by students, especially in their ability to interpret research data because of the lack of time in carrying out these assignments. However, for the ability to determine material, analysis of the situation where the text of characterization comes

from, formally determining the direction of analysis, differentiation of questions that must be answered according to theory, selection of analytical techniques (summary, explication, arrangement), definition of units analysis, and material analysis (summary, explication, arrangement) is good.

The key to the application of the case-solving method in improving the ability to use qualitative content analysis methods for students of the Masters Program in Indonesian Language Education, Bengkulu University is to give simple cases first to master a knowledge, followed by case analysis that is experimental in nature, mentoring and strengthening from educators as facilitators to students. All students, use the facility to provide Breakout Rooms for each group so that lecturers can assist students more optimally in student activities to solve problems, and provide opportunities to communicate the results of solving analytical cases through presentation activities. In addition, time management in case resolution must and presentation of case resolution results must be well planned according to the level of difficulty of the case.

Then, in applying the case-solving method, it must provide room for discussion in groups so that each individual acts as a protagonist in determining problem solving in the learning provided by the educator. This is in accordance with the Decree of the Minister of Education and Culture of the Republic of Indonesia, Number 3/M/2021, the case method is carried out in several stages as follows: 1) students act as "protagonists" who try to solve a case; 2) students conduct case analysis to build solution recommendations, assisted by group discussions to test and develop solution designs; and 3) the class discusses actively, with the majority of the conversations being carried out by students, while the lecturer only facilitates by directing the discussion, asking questions, and observing.

CONCLUSION

Students at the University of Bengkulu's Indonesian Language Education Masters Program were able to use qualitative content analysis methodologies more effectively by applying case-solving methods through online learning management systems (LMS) and Zoom Cloud Meetings. The following

learning process and student learning outcomes serve as indicators of this increase.

The learning process has been running actively with the application of case solving methods on the material of qualitative content analysis methods carried out in several steps, namely: 1) solving cases by building concepts in exploration activities with the following steps: a) students are formed into several groups small, b) each group is given a case to analyze qualitative content analysis procedures based on several examples of research results in the field of discourse analysis, c) students are assisted in the analysis process so that they are able to build knowledge and prove about the work steps of discourse analysis with qualitative content analysis methods, d) each group presentations in the form of talk shows, and e) lecturers provide reinforcement to the steps of discourse analysis using qualitative content analysis methods. Then, 2) solving cases with activities trying to apply knowledge about qualitative content analysis methods to elaboration activities with the following steps: a) lecturers give assignments in groups to solve cases analyzing with quantitative content analysis about the skills of teachers in explaining from the downloaded learning videos from YouTube; b) the lecturer accompanies students when carrying out problem-solving stages in analyzing the teacher's skills in explaining; c) each group presents the results of its discourse analysis in the form of a talk show; d) students are given a strengthening explanation by the lecturer.

The results of learning the ability to use qualitative content analysis methods after the application of case solving methods in the first cycle were only 16% which reached a value of 80, increased in cycle 2 increased to 91.66% which reached a value of 80. With details, in cycle 1 obtained an average value The average was 77.70 and the number of students who have reached the minimum completeness criteria score of 80 was only obtained by 2 students or 16% of the total research sample, namely 12 students. Then, in cycle 2, the average score was 80.6 and the number of students who achieved the minimum completeness criteria score of 80 was obtained by 11 students or 91.66% of the total research sample, namely 12 students. Students who experience less than optimal scores, especially in interpreting research data.

ACKNOWLEDGMENTS

The research team would like to thank the leaders of the FKIP Universitas Bengkulu for funding through the 2021 RBA funds and the LPPM Universitas Bengkulu for facilitating the permit preparation of proposals and the process of implementing this activity until its completion.

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