


MANAGEMENT OF PROJECT-BASED LEARNING AND CASE-BASED LEARNING IN GUIDANCE AND COUNSELING LESSONS

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ARTICLE INFO	ABSTRACT
<p>Article history:</p> <p>Received 14 April 2023</p> <p>Accepted 13 July 2023</p>	<p>Purpose: This study aims to explain the understanding, basic concepts, planning, implementation, evaluation, and assessment of project-based learning management and case-based learning in guidance and counseling lessons.</p>
<p>Keywords:</p> <p>Learning Management; Project-Based Learning; Case-Based Learning; Guidance and Counseling.</p>	<p>Theoretical framework: Project-based learning management and case-based learning emphasize applying knowledge and skills in real-life contexts and actively involving students in the learning process.</p>
	<p>Design/Methodology/Approach: The research method used was a literature study analyzing and synthesizing relevant literature.</p> <p>Findings: Project-based learning management involves the application of projects as the main foundation of learning, where students are actively involved in planning, implementing, and evaluating projects relevant to guidance and counseling. Meanwhile, case-based learning management involves applying real cases as a learning approach, where students interact with complex case situations and solve problems related to guidance and counseling.</p> <p>Research, practical & social implications: Project-based and case-based learning management has great potential to improve the quality of learning in guidance and counseling.</p> <p>Originality/Value: This research contributes to broadening the understanding of the concepts and application of project-based and case-based learning management in the context of guidance and counseling. The implications of these findings could provide practical guidance for guidance and counseling teachers in designing more effective and relevant learning.</p> <p>Doi: https://doi.org/10.26668/businessreview/2023.v8i7.2851</p>

GERENCIAMENTO DE APRENDIZADO BASEADO EM PROJETOS E APRENDIZADO BASEADO EM CASOS EM LIÇÕES DE ORIENTAÇÃO E ACONSELHAMENTO

RESUMO

Objetivo: Este estudo tem como objetivo explicar a compreensão, conceitos básicos, planejamento, implementação, avaliação e avaliação da gestão de aprendizagem baseada em projetos e aprendizagem baseada em casos em aulas de orientação e aconselhamento.

Estrutura teórica: A gestão de aprendizagem baseada em projetos e a aprendizagem baseada em casos enfatizam a aplicação de conhecimentos e competências em contextos da vida real e o envolvimento ativo dos alunos no processo de aprendizagem.

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Design/Methodologia/Abordagem: O método de pesquisa utilizado foi um estudo de literatura analisando e sintetizando literatura relevante.

Descobertas: O gerenciamento de aprendizagem baseado em projetos envolve a aplicação de projetos como a base principal da aprendizagem, onde os alunos estão ativamente envolvidos no planejamento, implementação e avaliação de projetos relevantes para orientação e aconselhamento. Enquanto isso, o gerenciamento de aprendizagem baseado em casos envolve a aplicação de casos reais como uma abordagem de aprendizagem, onde os alunos interagem com situações de caso complexas e resolvem problemas relacionados à orientação e aconselhamento.

Investigação, implicações práticas e sociais: A gestão da aprendizagem baseada em projetos e em casos tem um grande potencial para melhorar a qualidade da aprendizagem em orientação e aconselhamento.

Originalidade/Valor: Esta pesquisa contribui para ampliar a compreensão dos conceitos e aplicação da gestão de aprendizagem baseada em projetos e baseada em casos no contexto de orientação e aconselhamento. As implicações dessas descobertas podem fornecer orientação prática para orientar e orientar os professores na concepção de uma aprendizagem mais eficaz e relevante.

Palavras-chave: Gerenciamento do Aprendizado, Aprendizado Baseado em Projetos, Aprendizado Baseado em Casos, Orientação e Aconselhamento.

GESTIÓN DEL APRENDIZAJE BASADO EN PROYECTOS Y EL APRENDIZAJE BASADO EN CASOS EN LAS LECCIONES DE ORIENTACIÓN Y ASESORAMIENTO

RESUMEN

Objetivo: Este estudio tiene como objetivo explicar la comprensión, conceptos básicos, planificación, implementación, evaluación y evaluación de la gestión del aprendizaje basado en proyectos y el aprendizaje basado en casos en lecciones de orientación y asesoramiento.

Marco teórico: La gestión del aprendizaje basada en proyectos y el aprendizaje basado en casos hacen hincapié en la aplicación de conocimientos y habilidades en contextos de la vida real y la participación activa de los estudiantes en el proceso de aprendizaje.

Diseño/Methodología/Enfoque: El método de investigación utilizado fue un estudio de literatura que analiza y sintetiza la literatura relevante.

Hallazgos: La gestión del aprendizaje basada en proyectos implica la aplicación de proyectos como la base principal del aprendizaje, donde los estudiantes participan activamente en la planificación, implementación y evaluación de proyectos relevantes para la orientación y el asesoramiento. Mientras tanto, la gestión del aprendizaje basado en casos implica la aplicación de casos reales como un enfoque de aprendizaje, donde los estudiantes interactúan con situaciones de casos complejos y resuelven problemas relacionados con la orientación y el asesoramiento.

Investigación, implicaciones prácticas y sociales: La gestión del aprendizaje basada en proyectos y en casos tiene un gran potencial para mejorar la calidad del aprendizaje en la orientación y el asesoramiento.

Originalidad/Valor: Esta investigación contribuye a ampliar la comprensión de los conceptos y la aplicación de la gestión del aprendizaje basada en proyectos y en casos en el contexto de la orientación y el asesoramiento. Las implicaciones de estos hallazgos podrían proporcionar una orientación práctica para orientar y asesorar a los profesores en el diseño de un aprendizaje más efectivo y relevante.

Palabras clave: Gestión del Aprendizaje, Aprendizaje Basado en Proyectos, Aprendizaje Basado en Casos, Orientación y Asesoramiento.

INTRODUCTION

Guidance and counseling education is essential in preparing students to face challenges and develop their full potential (Lam & Hui, 2010; Nweze & Okolie, 2014; Dhal, 2023; Sijinjak & Canu, 2023). Innovative teaching methods, such as case-based learning and project-based learning, have become a growing concern in the field of guidance and counseling education as a means of elevating the standard of education provided in these areas. Students participate in

authentic projects in project-based learning, which requires them to work together, find solutions to problems, and apply knowledge and skills pertinent to the situation (Almulla, 2020; Aksela & Haatainen, 2019; Vogler et al., 2018). In the context of guidance and counseling, these projects may involve developing social skills, career planning, managing emotions, or applying counseling strategies in real-life situations. Project-based learning management includes sound planning, selection of relevant projects, organization of resources, guidance of students throughout the project process, and precise assessment of the results achieved.

Meanwhile, case-based learning involves case studies or scenarios that represent situations encountered in real life (Rong & Choi, 2019; Stanley, 2021). Students will analyze the case, identify the problem, and find appropriate solutions based on the knowledge and skills they learn. In the context of guidance and counseling, these cases may involve students planning careers, managing conflict, dealing with emotional distress, or developing communication skills. Case-based learning management includes selecting relevant cases, organizing discussion and analysis, guidance in solving problems, and evaluating students' understanding and application to the case (Sistermans, 2020; Nkhoma et al., 2017). Effective learning management is essential to achieving the desired learning objectives in both approaches (Tumbull et al., 2020; Keane et al., 2016). It involves good planning, organization of learning materials and activities, proper timing, necessary support and guidance, and objective assessment of student progress and achievement.

There are a variety of benefits associated with incorporating project-based learning management and case-based learning into guidance and counseling instruction (Guo et al., 2021; Hussein, 2021; Maslen & Hayes, 2020). To begin, students have the opportunity to engage in learning that is more real and authentic when it takes place in settings that are analogous to real life. Second, students have the opportunity to develop skills in areas such as critical thinking, creative problem-solving, working together with others, and problem-solving that can be utilized within the context of guidance and counseling. Third, students can gain a deeper understanding of guidance and counseling by gaining hands-on experience and applying that knowledge in a practical setting. When students finish a project or figure out a workable solution to a difficult problem, they may experience a sense of accomplishment and personal satisfaction.

By implementing project-based learning management and case-based learning well, educators and counselors can create more engaging, meaningful, and relevant learning experiences for students. This approach can help students prepare for real-world challenges,

develop the skills necessary for success, and reach their potential optimally in the context of guidance and counseling.

MATERIALS AND METHODS

This research uses a literature study approach (Papaioannou et al., 2016; Merriam, 1986). Researchers first identify data sources, select data sources, analyze data, and synthesize results. Some steps that researchers take. In selecting data sources, researchers take several steps. First, carefully review each data source to the extent they are relevant to the research topic. Researchers check to make sure these data sources are relevant to project-based learning management and case-based learning in guidance and counseling. Secondly, pay attention to credibility and reliability. Researchers check the credibility and reliability of the data sources used. Researchers review these sources, whether from accredited scientific journals, textbooks, research reports from trusted institutions, or other sources considered authoritative in the field of guidance and counseling.

Third, evaluate the method and approach. Researchers review the methods and approaches used in these data sources. The researchers make sure that these strategies and approaches are supported by the research that has been done and can provide useful information for comprehending case-based learning and project-based learning management in the field of guidance and counseling. Consider how recent the event was. When conducting research, academics check to see if the data source is up-to-date and incorporates the most recent advancements in project-based learning management and case-based learning in guidance and counseling. Information obtained from up-to-date sources will be more relevant and support the research.

Researchers are able to select the best data sources to support the research and provide a solid foundation for research on project-based learning management and case-based learning in guidance and counseling by carrying out a careful selection process and selecting the best data sources. Meanwhile, in data analysis: Researchers use a text analysis approach to identify and analyze relevant information from selected data sources (Mayo-Wilson et al., 2018). After that, the researchers make a comprehensive understanding of project-based learning management and case-based learning in guidance and counseling by synthesizing the results of the analysis.

RESULTS AND DISCUSSION

Understanding and Basic Concepts

Lessons in guidance and counseling often incorporate activities such as project-based learning management and case-based learning in order to provide students with a learning environment that is more relevant to their lives, contextual, and interactive. Both emphasize applying knowledge and skills in real-life contexts and actively involving students in the learning process. Students participate in authentic projects in project-based learning, which requires them to work together, find solutions to problems, and apply knowledge and skills pertinent to the situation (Aksela & Haatainen, 2019; Robinson, 2013; Almulla, 2020).

In guidance and counseling, these projects may relate to social skills development, career planning, anger management, or the application of counseling strategies in real-life situations. The selection of projects that are pertinent to the context of guidance and counseling is one of the fundamental concepts of project-based learning management. Other fundamental concepts include good planning, which includes setting specific learning objectives, organizing resources, and assigning roles and responsibilities within the project team. Instruction and assistance for the students throughout the entirety of the project; evaluation of the results of the project as well as assessment of the students' advancement.

Meanwhile, case-based learning engages students in case studies or scenarios that represent situations encountered in real life (Harman et al., 2015; Dickinson et al., 2018; Kolodner et al., 2013). Students will analyze the case, identify the problem, and find appropriate solutions based on the knowledge and skills they learn. In guidance and counseling, these cases can relate to students' problems planning careers, managing conflict, dealing with emotional distress, or developing communication skills.

Basic concepts in case-based learning management include the selection of cases appropriate to the context of guidance and counseling; In-depth case analysis and discussion; Identifying the learning objectives to be achieved; Implementation of relevant counseling strategies to achieve practical solutions; Evaluate students' understanding of guidance and counseling concepts and their ability to implement appropriate counseling strategies.

Effective learning management is essential to achieving the desired learning objectives in both approaches. To successfully implement project-based learning and case-based learning in guidance and counseling, it is essential to have thorough planning, organization of learning materials and activities, appropriate timing, adequate support and guidance, and an objective assessment of student progress and achievement.

Learning Planning

Planning is an essential part of project-based learning management as well as case-based learning in guidance and counseling lessons. Both of these types of learning are essential to ensuring a smooth and productive learning process (Splichal et al., 2018; Stanley, 2021; Suartama et al., 2023). Planning for instructional activities based on projects are pertinent to the educational goals in guidance and counseling is the first step in the planning process for project-based learning (Hawari & Noor, 2020; Larmer et al., 2015; Nordin et al., 2023). The project ought to incorporate significant facets, such as the cultivation of social skills, the planning of careers, the management of emotions, or the application of counseling strategies to real-life scenarios.

After selecting a project, the next step is to determine the specific learning objectives to be achieved through the project. Learning objectives should be clear, measurable, and relevant to the context of guidance and counseling (Hussey & Smith, 2002; Gysbers & Henderson, 2014). For example, learning objectives may relate to developing students' interpersonal skills or understanding decision-making processes in a career context.

Next, it is necessary to organize the resources needed to support the implementation of the project. It includes identifying relevant learning materials, necessary materials or devices, and other technological or facility needs. When planning for project-based learning, it is critical for the project team to allocate roles and responsibilities to each member of the group. Each team member must have a clear role and work together to achieve project goals. Guidance and assistance from educators or counselors also need to be considered to ensure the project's success.

During the project process, students need to get the necessary guidance and support to overcome challenges and gain a deeper understanding. Approaches such as group tutoring or reflective discussions can facilitate student learning. In project-based learning planning, it is essential to have precise evaluation methods to measure project outcomes and student progress (Sunyoung et al., 2016; Hixson et al., 2012). It can involve an assessment of project outcomes, an assessment of product or student presentations, as well as an assessment of individual participation and contribution within the project team.

In case-based learning planning, the first step is to select cases relevant to the context of guidance and counseling (Demetriadis et al., 2008; Kolodner et al., 2000). Students should be able to apply the knowledge and skills that they have gained by working through a case that is representative of a real-life scenario. After selecting a case, students need to conduct an in-

depth analysis and discussion of the case. They need to identify existing problems, understand the context of the case, and identify appropriate strategies or solutions in the context of guidance and counseling.

The learning objectives to be achieved through case analysis must be clearly defined. The goal should be relevant to the topic or concept taught and refer to understanding and applying appropriate counseling strategies. Relevant counseling strategies must be applied to achieve effective solutions in the case context. It involves applying communication skills, providing emotional support, or career guidance as the case requires. An evaluation method is needed to measure students' understanding of case-related guidance and counseling concepts, as well as their ability to implement appropriate counseling strategies (Serag-Bolos et al., 2018; Barkley & Major, 2015). It can involve an assessment of concept understanding, case analysis, and assessment of the student's ability to implement relevant counseling strategies.

Project-based learning planning and case-based learning in guidance and counseling need to pay attention to these aspects to create a practical and meaningful learning experience for students. With good planning, students can develop relevant skills, understanding, and problem-solving in the context of guidance and counseling.

Learning Implementation

Implementing learning in project-based learning management and case-based learning in guidance and counseling lessons involves steps that must be followed to create a practical learning experience (Hussein, 2021; Spronken-Smith, 2012; Tiwari et al., 2018; Condliffe, 2017). Implementation of project-based learning, is Students must first be made aware of the project before any other action can be taken to implement project-based learning (Frank et al., 2003; Mergendoller & Thomas, 2005). Explain the purpose of the project, its context, and the desired expectations of students in the face of the project. Give students a clear understanding of the project and how it will help them develop skills and understanding in guidance and counseling.

Next, divide the roles and tasks in the project team among the students. Make sure each team member has clear roles and appropriate responsibilities. Encourage collaboration and cooperation among students in completing projects effectively. During the implementation of the project, provide the necessary monitoring and guidance to the students. Help them in planning, organizing, and executing projects well. Provide the resources, reference materials, and support necessary for the project's success. Conduct a reflection and evaluation process

with students after completing the project. Discuss project outcomes, challenges faced, and lessons learned during project implementation. Evaluate student's progress and their achievements in achieving the set learning objectives.

Meanwhile, the first step in implementing case-based learning is ensuring students understand the case well. Provide context for the case, describe the problem, and encourage students to analyze relevant information. Engage students in in-depth case discussion and analysis. Encourage them to identify existing problems, analyze influencing factors, and develop a deeper understanding of the situation at hand in the case. Once a case understanding is formed, students must apply relevant counseling strategies to address the problem. Encourage them to use communication, empathy, and problem-solving skills in providing appropriate solutions (Webster-Stratton & Reid, 2004; Wahyuddin et al., 2021; Erozkan, 2013).

After implementing counseling strategies, evaluate the solutions provided by students. Discuss the strategies' effectiveness and reflect on the lessons learned from the process. Provide constructive feedback to students to assist them in developing counseling skills. Finally, encourage students to transfer the understanding and skills they gained from case analysis to real-life situations. Discuss how counseling concepts and strategies in cases can be applied in the broader context of guidance and counseling.

Implementing learning in project-based learning management and case-based learning in guidance and counseling should involve active student interaction, appropriate guidance, and deep reflection. It will help students better understand guidance and counseling concepts and hone the skills required in guidance and counseling practice.

Evaluation and Assessment

Evaluation and assessment in project-based learning management and case-based learning in guidance and counseling lessons are essential for measuring student progress, ensuring achievement of learning objectives, and providing relevant feedback. Assessment of the project when it comes to project-based learning, one of the most important aspects of evaluation is the assessment of the project (Alacapnar, 2008; Van den Bergh et al., 2006). The evaluation of a project can be based on particular criteria, such as the accomplishment of the project's goals, creativity and innovation, skills that have been demonstrated, a presentation or final product that has been produced, and teamwork among the members of the project team.

In addition to project assessments, it is essential to evaluate individual progress in project-based learning (Markham, 2011; Lantada et al., 2013). It can involve direct observation,

an assessment of individual contributions within the project team, or an assessment of individual skills and understanding through related tasks. In project-based learning management, formative feedback plays an important role. Lecturers or counselors can provide regular feedback throughout the project process to help students improve their performance, identify areas for improvement, and reinforce positive aspects of their work. The evaluation process for project-based learning should always include time for students to think back on their work and assess themselves. Encouraging students to reflect on their experiences on projects, evaluate their successes, and identify lessons learned can help them in their future development and improvement.

In case-based learning, evaluation may involve case analysis and assessment of student progress in understanding the case. Assessment can be based on an understanding of the context of the case, the ability to identify existing problems, the application of relevant counseling strategies, and the solutions provided (Savery, 2015; Yasin et al., 2023; Aiken, 2009). Case-based learning evaluation also includes assessing students' counseling skills. It can be done through direct observation, role-playing, or simulating counseling situations to gauge students' ability to apply communication, empathy, analysis, and career guidance skills in the context of a case.

Students need to conduct a reflective evaluation of the application of counseling strategies in cases. Encourage students to reflect on the strategies' effectiveness, identify advantages and disadvantages, and provide recommendations for future improvements. Lecturers or counselors are essential in providing feedback and guidance to students regarding their assessment in case-based learning. Constructive feedback and relevant guidance will assist students in improving their skills and understanding in guidance and counseling (Weaver, 2006; Gysbers & Henderson, 2014; Damopolii et al., 2022; Lei et al., 2023).

Evaluation and assessment in project-based and case-based learning management in guidance and counseling lessons aim to measure student progress, improve performance, and provide necessary direction. Through comprehensive evaluation, students can better understand their abilities in guidance and counseling and develop themselves holistically.

CONCLUSION

Project-based and case-based learning management is practical in guidance and counseling lessons. Students benefit from engaging learning experiences that are both challenging and relevant thanks to the two approaches that are presented here. These

experiences help students develop the understanding, skills, and ability to solve problems that are necessary in the context of guidance and counseling. Students have the opportunity to participate in real-world projects through the management of their education based on project-based learning, which gives them the chance to apply their acquired knowledge and skills in authentic settings. In the process, students learn to work in teams, hone collaborative skills, and take on challenges that build their abilities in guidance and counseling. Meanwhile, case-based learning management allows students to analyze relevant cases in guidance and counseling. In analyzing cases, students develop the ability to identify problems, implement appropriate counseling strategies, and seek practical solutions. This approach also helps students hone communication, empathy, and problem-solving skills.

Both approaches also provide opportunities for students to reflect, self-evaluate, and receive constructive feedback. It allows them to continually improve their performance, develop a deeper understanding of guidance and counseling, and hone the skills necessary to deal with real-life situations. Therefore, a comprehensive and application-focused approach can be achieved through the use of project-based learning management and case-based learning in guidance and counseling classes. Through both of these approaches, students can better understand guidance and counseling concepts, hone skills necessary in guidance and counseling practice, and prepare themselves for real-world challenges in the field.

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