



## The Implementation of Case Based Method in Advanced Financial Accounting I Subject

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### **ABSTRACT**

The aim of this study to evaluate the implementation of Case Based Method in Advanced Financial Accounting I Subject in International Class, Accounting Department Universitas Andalas. Semester Learning Plan firstly discuss in team teaching by evaluating the previous method implement in this subject. The research conducted in half semester and bring more benefits for students' effectiveness in learning process. Case-based method trigger students to think critically, communicate effectively and increase the competence especially related to the current issue. Furthermore it also enhances lectures performance as facilitator to design the case method for students.

**Keywords:** *Case-Based Method, Learning Method, Accounting*

### **1. INTRODUCTION**

The Advanced Financial Accounting I course is a compulsory course consist of 3 credits offered in the fifth semester for international class students in the Accounting Study Program, Faculty of Economics, Universitas Andalas. This course is a mandatory course in the financial accounting field and part of advanced course for students of the accounting study program. In order to enroll this course, students must meet the prerequisites for the Intermediate Financial Accounting II course, and this course will become a prerequisite for the Advanced Financial Accounting II course in the following semester.

The subject cover topics related to accounting treatment that includes recognition, measurement, and transaction record until financial statement, especially related to: (1) partnership, (2) consignment, (3) business combination, (4) joint venture, (5) consolidated financial statement at the combination business date, (6) accounting for security and investment, and (7) consolidation financial statement after the business combination date

The learning method that has been applied is tutorial lectures by recording video or via zoom meeting for synchronous method. Before the meeting, students are required to make a resume of the material, to ensure students read the material that will be delivered during

the teaching and learning process. To identify students understanding, quizzes are given in between a meeting to trigger students read the material before the meeting started. By applying those method, it hope that Student Centre Learning can be achieved. So the tutorial lectures could minimize and the allocation time spend for topic discussions and cases. In this case, students are divided into several groups. Each group must assigned a group leader to ensure the discussion group running well. Each meeting will be given a task to be discussed in groups and presented at the next meeting. With this discussion, students are expected to be able to understand the material presented. If there is any information need to be confirmed, the lecturer as facilitator will explain in more detail.

To assess student learning achievement, the assessment is divided into several components, namely group assignments, individual assignments, UTS, UAS, participation/attendance. The assessment has not used an assessment rubric, it is still using assumptions.

The problem that arises in this method is that although students can answer the given cases, but when the lecturer ask more detail, they cannot explain where the number come from. This indicates that the task is not done completely by all group members. Furthermore, the student enthusiast for discussion in the classroom are limited. The reason could be their limitation in understanding the material, less trigger to invite students

in discussion forum. The implementation of learning method during pandemic need special treatment, since lecturers cannot directly monitor student progress in doing assignments, as well as in Mid-Term Exam and Final Exam.

Based on the illustration above, it can be concluded that the learning method applied doesn't reach maximum performance. By now the assignments only focus on the type of question in exercise type not in terms of case studies, so the students answer the questions in a similar way.

The purpose of this research is to implement the Case-Based Method in Advanced Financial Accounting I course in order to make sure that (1) students are able to understand the material related to the Advanced Financial Accounting I (2) Students are able to independently explain the solution of the given case. (3) Students are able to communicate well, and understand what has been discussed together in group assignments in the form of case studies. The body text starts with a standard first-level heading like INTRODUCTION or any other heading suitable to the content and context. First level headings are in all caps. Copy the content and replace it for other first-level headings in remaining text. Reference citations should be within square bracket [1]. Headings should always be followed by text.

### ***1.1. Description of Advanced Financial Accounting I Subject***

Advanced Financial Accounting I is the compulsory subject which design to provide the accountant with financial reporting and business skills that are useful in international professional environment. This subject is offered to the students in fifth Semester and Intermediate Financial Accounting I Subject as prerequisite and Advanced Financial Accounting I as Upper-Level Course.

Courses expected learning outcome formulated below :

1. Students are able to record any transactions in partnership company independently and preparing consolidated financial statement
2. Students are able to explain motivational economy for adoption business combination and related category of business combination either from legal or accounting perspective.
3. Students are able to explain recognition, measurement, presentation, and disclosure business combination
4. Students are able to explain basic principles and consolidated procedure and preparing consolidated financial statement at the date of business combinations

5. Students are able to explain disclosure are needed in preparing consolidated financial statements.
6. Students are able to explain the difference using equity method and cost method and independently recording the investment stock procedure.
7. Students are able to preparing working paper elimination in preparing consolidated financial statement after the date of business combination.

#### ***1.1.1. Contribution of the Subject to Graduate Learning Outcome***

Department of Accounting of Universitas Andalas, has been formulated the graduate profile based on their educational objective. Graduate Accounting study program prepares students with technical expertise, *experiences*, critical and creative thinking skills, and communication skills with high integrity. Accordingly, the graduates are expected to succeed in the following within several years after graduation:

EO-1: Excel in analytical and technological skills related to accounting, finance, taxation, Governance, Risk and Compliance, Information System, and Auditing within contemporary and global outlook.

EO-2: Demonstrate high-level of professionalism, ethical and social responsibility, and engage in life-long learning

EO-3: Pursue Advanced degree and/or certification for a career in accounting and related fields

Educational objective supported by Intended learning outcome (1) Students are able to prepare, audit and analyse financial statements and other financial and non-financial reports. and to fulfil tax obligations for-profit and non-profit organizations, (2) Demonstrate all professional attributes., (3) Aware about ethics and social responsibility (4) Able to conduct good oral and written communication (5) Exhibit the ability to deal with current and future issues in accounting, finance, assurance, and taxation.

### **2. THEORITICAL FRAMEWORK**

Case Method is type of participatory, the discussion-based way in order to encourage students in gaining skills by critical thinking, communication, and dynamic group. Precisely, Case-based method is the educational strategy that invite students in taking the certain role in the real situations (When and Where) to solve the problem (What and Why) with the certain steps and answer several questions (how)1.

There are several characteristics of Case-based Method (1) utilize the past data, (2) to explain the past event , (3)

conduct simulation, (4) to study the activities which difficult to replicate in response to technical issue (5) to explore the analytical thinking, evaluation, and critical in implement several theories.

Bruner (1991) states that the case method is effective because it employs active learning, including self-discovery where the teacher serves as facilitator, Case based method brings the capacity for critical thinking: It uses questioning skills as modelled by the teacher and employs discussion and debates, furthermore Exercises an administrative point of view: Students must develop a framework for making decisions, Models a learning environment: It offers an exchange and flow of ideas from one person to another and achieves trust, respect, and risk-taking, Models the process of inductive learning-from-experience: It is valuable in promoting life-long learning. It also promotes more effective contextual learning and long-term retention, Mimics the real world: Decisions are sometimes based not on absolute values of right and wrong, but on relative values and uncertainty.

### 3. METHODOLOGY

The study will be conducted in the advanced financial accounting I class in International Class A2. This research puts special treatment to achieve the learning objective and outcome. In this research, case-based method was conducted.

The study was conducted in three stages

1. Planning. On this stage, team teaching prepared a semester learning plan, the meeting was conducted by zoom meeting by discussing the perception and build the same objective about Advanced Financial Accounting I. the meeting held by explaining the current method held in each class and explain the effectiveness of the method. The discussion includes media to support the class, courses code of conduct, assignment and contribution to Graduate Profile.
2. Implementation. The class implemented still in half semester. SLP that has been discussed distributed to each class and make sure students understand about the method proposed.
3. Evaluation. Evaluation will be conducted by measuring the student's perception, the quiz/ assignment score and the achievement of learning outcomes.

### 4. RESULT AND DISCUSSION

The implementation of case based method in Advanced Financial Accounting I started on 10

September, 2021. The class consists of 23 students, 3 of them are International Students. The class held every Friday at 1.30pm. during Pandemic the class still conducted in online learning and distributed by using synchronous and asynchronous method. All materials available on Learning Management System Universitas Andalas i-learn.

The evaluation of the method will be carried out by using (1) students perception of this method (2) distribution of assignment score and learning outcome achievements. The research does not fully implement, since the class still handed in half semester.

Temporary results were conducted until end of October 2021. Students are excited in doing the assignment, since the exercise presented in case method rather than usual exercise. The presentation also applied for all students which already divided into several groups.

### 5. CONCLUSION

Surprisingly, students enjoy the Case Based Method, since they can share their point of view about certain cases. For the lecturers it can improve the creativity in facilitate the case study and supported with current issues.

### ACKNOWLEDGMENTS

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