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The Effect Of Case-Based Learning On Students' Economic Problem-Solving Ability Through Positive Attitude As A Moderating Variable

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Abstract

This study aims to analyze the effect of implementing case-based Economics learning on students' economic problem-solving ability, with a positive attitude toward Economics as a moderating variable. The research was conducted at MAN Pangkep using a mixed-method approach with a sequential explanatory design. The population consisted of 108 eleventh-grade social science students from classes XI IPS A, XI IPS B, XI IPS C, and XI IPS D. The sample comprised 100 students selected through purposive sampling. Data were collected through questionnaires, interviews, and documentation. Quantitative data were analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS), while qualitative data were analyzed through data reduction, data presentation, and conclusion drawing.

The results of the study indicate that case-based Economics learning has a positive and significant effect on students' economic problem-solving abilities, as evidenced by a t-statistic value of 2.328 and a p-value of 0.020. Case-based Economics learning also has a positive effect on students' positive attitudes toward Economics, with a t-statistic value of 18.830 and a p-value of 0.000, while positive attitudes have a positive effect on economic problem-solving abilities, with a t-statistic value of 16.032 and a p-value of 0.000. Furthermore, positive attitudes were found to strengthen the effect of case-based Economics learning on students' economic problem-solving abilities, as indicated by a t-statistic value of 11.024 and a p-value of 0.000. These findings suggest that the better the implementation of case-based Economics learning and the higher the students' positive attitudes toward Economics, the greater their ability to solve economic problems.

Keywords: Case Study–Based Learning, Positive Attitude, Economic Problem-Solving Ability, Madrasah Aliyah.

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INTRODUCTION

Critical thinking and problem-solving skills are essential competencies for students in the era of globalization, which is characterized by complex and dynamic economic conditions. Economics education plays a strategic role in equipping students with both conceptual understanding and practical skills to address real-world economic problems. Effective economics instruction has been shown to enhance students' analytical abilities and critical thinking skills (Thao, 2024), particularly as education shifts from conventional teacher-centered approaches toward more interactive and student-centered learning models (Gandhi, 2024). However, various findings indicate that students still experience difficulties in applying economic concepts to solve complex problems, suggesting that higher-order thinking skills remain underdeveloped.

This condition is also observed at MAN Pangkep, where economics learning is still predominantly delivered through lecture-based, passive teaching methods. Such an approach does not sufficiently optimize student engagement, resulting in low levels of economic problem-solving ability. Therefore, there is a need for more contextual and interactive learning models, such as case-based learning, which can encourage students to think critically and reflectively in solving real economic problems (Yunikawati & Tuanani, 2022; Farid, 2023).

Sejumlah penelitian menunjukkan bahwa model pembelajaran berbasis masalah (PBL) dan pendekatan serupa secara konsisten mampu meningkatkan kemampuan berpikir kritis dan pemecahan masalah siswa dibandingkan metode konvensional (Anis Khoirunnisa et al., 2023; Laksanawati & Rofiroh, 2020; Retnam & Abdul Razak, 2023; Park & Byun, 2023). Pembelajaran berbasis studi kasus menempatkan siswa sebagai pusat pembelajaran melalui diskusi, kolaborasi, dan analisis masalah ekonomi yang kompleks dan kontekstual (Mayasari et al., 2022).

A number of studies have shown that problem-based learning (PBL) and similar approaches consistently improve students' critical thinking and problem-solving abilities compared to conventional methods (Anis Khoirunnisa et al., 2023; Laksanawati & Rofiroh, 2020; Retnam & Abdul Razak, 2023; Park & Byun, 2023). Case-based learning positions students as the center of the learning process through discussion, collaboration, and analysis of complex and contextual economic problems (Mayasari et al., 2022).

In addition, the effectiveness of innovative learning is also influenced by students' affective factors, particularly their attitudes toward economics as a subject. Research indicates that positive attitudes can strengthen the impact of instructional models on learning outcomes (Joshi & Koirala, 2023). However, most previous studies have focused on improving lower-order cognitive learning outcomes, while complex economic problem-

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solving skills have received less attention, especially within madrasah contexts (Kumar et al., 2021; Lindawati et al., 2023).

On the other hand, students' attitudes are often treated merely as independent variables rather than as moderating variables that may influence the strength of the relationship between instructional models and learning outcomes. Yet, constructivist and social cognitive theories emphasize the importance of affective factors in active and collaborative learning processes (Maltar Okun et al., 2022; Mishra, 2023). Moreover, studies specifically focusing on madrasah contexts remain limited, despite the unique characteristics of students in such educational settings.

Based on these research gaps, this study aims to analyze the effect of case-based economics learning on students' problem-solving abilities at MAN Pangkep, as well as to examine the role of positive student attitudes as a moderating variable. This study is expected to contribute empirically to the development of contextual economics learning models and theoretically to the testing of moderation models within the context of madrasah education.

RESEARCH METHODS

This study employed a mixed methods approach with a sequential explanatory design, combining quantitative and qualitative approaches systematically within a single study to obtain a more comprehensive understanding of the phenomenon under investigation. The first phase was conducted using a quantitative approach with a causal research design to analyze the effect of case-based learning in Economics on students' economic problem-solving abilities, with positive attitudes toward Economics as a moderating variable. The second phase was conducted using a qualitative approach to deepen and further explain the findings from the quantitative results.

The population of this study consisted of all Grade XI Social Studies (IPS) students at Madrasah Aliyah Negeri (MAN) Pangkep, totaling 108 students. The sample was selected using a purposive sampling technique with the following criteria: (1) Grade XI IPS students at MAN Pangkep, (2) have taken Economics as a subject, (3) have experienced case-based Economics learning, and (4) are willing to participate as respondents. Based on these criteria, a sample of 100 respondents was obtained.

Primary data were collected through questionnaires using a five-point Likert scale, ranging from Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), to Strongly Agree (5). In addition, qualitative data were obtained through interviews, observations, and documentation. The quantitative data were analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS) with the assistance of SmartPLS software to examine the

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relationships among variables in the research model, while the qualitative data were used to strengthen the interpretation of the findings.

The case-based Economics learning variable (X) was measured using three indicators: (1) the ability to define problems in learning, (2) the ability to exchange knowledge, and (3) the ability to provide alternative solutions (Paulus Haniko et al., 2023). The students' economic problem-solving ability variable (Y) was measured using three indicators: (1) understanding the core problem, (2) designing and implementing strategies, and (3) evaluating solutions and processes (Lufita & Juliani, 2023). The positive attitude toward Economics variable (Z) was measured using three indicators: (1) affective (positive or negative feelings), (2) cognitive (beliefs and knowledge), and (3) conative (intentions or behavioral tendencies) (Kim et al., 2022).

The collected data were analyzed through measurement model evaluation (outer model), which included convergent validity, discriminant validity, and reliability tests. Furthermore, structural model evaluation (inner model) was conducted using the coefficient of determination (R^2), path coefficients, and hypothesis testing to examine both direct and moderating effects among the research variables.

RESULTS AND DISCUSSION

Research Results

1. Respondent Characteristics

The characteristics of respondents in this study are presented to provide a general overview of the profile of students who participated as research subjects. Based on the distribution of questionnaires to 100 students of Madrasah Aliyah Negeri (MAN) Pangkep in January 2026, the respondents' characteristics were analyzed based on gender and age.

Table 1. Respondent Characteristics Based on Gender

No	Gender	Number	Percentage (%)
1	Male	56	56%
2	Female	44	44%
Total		**100**	**100%**

Source: Processed Data (2026)

Based on Table 1, it can be seen that the respondents were predominantly male students, totaling 56 students (56%), while female students accounted for 44 students

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(44%). Although the number of male respondents is slightly higher, the gender distribution is relatively balanced, thus adequately representing the overall research subjects.

In terms of age, all respondents were within the 15–16 years age range. This indicates that the respondents had a relatively homogeneous age profile, meaning that age differences were not a significant factor in this study. Such age uniformity helps minimize the influence of variations in students' cognitive and psychological development on the research outcomes.

2. Outer Model Test

The measurement model (outer model) analysis was conducted using data from 100 respondents. The results of this analysis are presented in the following figure:

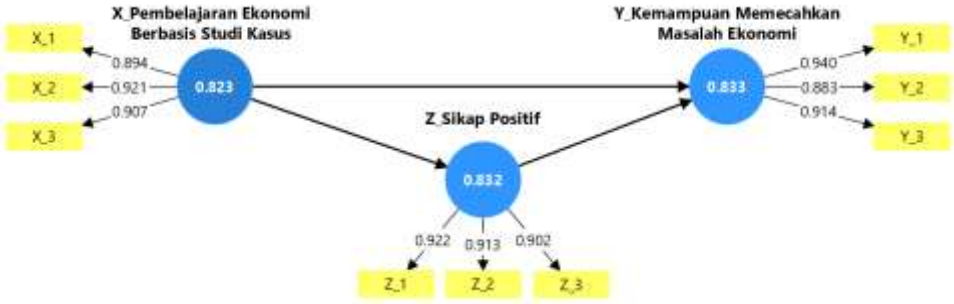


Figure 4.1. Results of the Measurement Model Test
Source: SmartPLS Data Analysis Results, 2026

Outer loading (factor loading) values are used to assess convergent validity. An indicator is considered to have good convergent validity and reliability if its outer loading value exceeds 0.70. The following presents the loading values for each indicator of the research variables.

Table 2. *Convergent Validity & Reliability*

Variable	*Cronbach's Alpha*	*Rho_a*	*Composite Reliability*	Description
X_Case-Based Economics Learning	0.894	0.922	0.933	Reliable
Y_Economic Problem-Solving Ability	0.899	0.901	0.937	

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Z_Positive Attitude	0.899	0.900	0.937

Source: Processed Data (2026)

Based on the outer loadings, the variables in this study have factor loading values greater than 0.70, indicating that each variable is considered valid. Furthermore, convergent validity was assessed using the Average Variance Extracted (AVE) value. The model must have an AVE value exceeding 0.50.

Table 3. *Discriminant Validity*

Code	*Cross Loading*			*Fornell Larcker Criterion*		
	X	Y	Z	X	Y	Z
X1	0.894	0.640	0.598	0.907		
X2	0.921	0.643	0.599			
X3	0.907	0.847	0.826			
Y1	0.675	0.940	0.919	0.798	0.973	
Y2	0.761	0.883	0.855			
Y3	0.753	0.914	0.889			
Z1	0.658	0.911	0.922	0.761	0.913	0.912
Z2	0.747	0.892	0.913			
Z3	0.674	0.859	0.902			

Source: Processed Data (2026)

3. Inner Model Test

The structural model test examines the relationships among variables, specifically the relationships between latent variables. In this study, the structural model was evaluated using several metrics, including R-Square and f-Square. A total of 100 data points from the main test respondents, who successfully passed the screening and characterization stages, were used in the structural model analysis.

Table 4. *R-Square Test*

Variable	R-Square
Y_ Economic Problem Solving Ability	0,955
Z_ Positive Attitude	0,578

Source: Processed Data (2026)

Table 5. *F-Square Test*

Variable	*f*-Square	Description
X -> Y	0.179	Moderate Effect

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X -> Z	1.372	Large Effect
Z -> Y	7.004	Large Effect

Source: Processed Data (2026)

Based on the R-Square results, it is found that the Economic Problem-Solving Ability variable has an R-Square value of 0.955, indicating that 95.5% of the variation in students' economic problem-solving ability can be explained by the implementation of case-based economics learning and positive attitude, while the remaining 4.5% is influenced by other factors outside the research model. Meanwhile, the Positive Attitude variable has an R-Square value of 0.578, meaning that 57.8% of the variation in positive attitude can be explained by the implementation of case-based economics learning, while the remaining 42.2% is influenced by other factors not examined in this study.

The effect size (f^2) results show that case-based economics learning has a moderate effect on economic problem-solving ability ($f^2 = 0.179$), but a large effect on positive attitude ($f^2 = 1.372$). In addition, positive attitude also has a large effect on economic problem-solving ability ($f^2 = 7.004$). These findings indicate that positive attitude is a very strong factor in enhancing students' economic problem-solving ability, while also strengthening the effectiveness of case-based economics learning implementation.

Table 6. *Direct Effect Analysis*

Variable	*Standard Deviation*	*T Statistics*	*P Values*	Ket.
X -> Y	0.139	2.328	0.020	Sig.
X -> Z	0.761	18.830	0.000	Sig.
Z -> Y	0.868	16.032	0.000	Sig.

Source: Processed Data (2026)

Table 7. *Indirect Effect Analysis*

Variable	*Standard Deviation*	*T Statistics*	*P Values*	Ket.
X -> Z -> Y	0.660	11.024	0.000	Sig.

Source: Processed Data (2026)

All hypotheses in this study are accepted. The first hypothesis (H1) indicates that the implementation of case-based economics learning has a positive and significant effect on students' economic problem-solving ability, as evidenced by a t-statistic value of 2.328 (> 1.96) and a p-value of 0.020 (< 0.05). The second hypothesis (H2) shows that case-based economics learning has a positive and significant effect on students' positive attitude, with a t-statistic value of 18.830 (> 1.96) and a p-value of 0.000 (< 0.05).

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Furthermore, the third hypothesis (H3) demonstrates that positive attitude has a positive and significant effect on economic problem-solving ability, indicated by a t-statistic value of 16.032 (> 1.96) and a p-value of 0.000 (< 0.05). The fourth hypothesis (H4) reveals that positive attitude significantly strengthens the effect of case-based economics learning on students' economic problem-solving ability, with a t-statistic value of 11.024 (> 1.96) and a p-value of 0.000 (< 0.05). These findings indicate that the better the implementation of case-based economics learning and the higher the students' positive attitude, the higher their economic problem-solving ability will be.

DISCUSSION

Effect of Case-Based Economics Learning on Students' Economic Problem-Solving Ability

Based on the results of the first hypothesis testing, it is found that case-based economics learning has a positive and significant effect on the economic problem-solving ability of Madrasah Aliyah students. This finding indicates that the more optimal the implementation of case-based learning, the better the students' ability to identify, analyze, and solve various economic problems. Case-based learning is considered relevant to the characteristics of Economics as a subject because it encourages students to connect economic concepts with real-world phenomena, thereby effectively developing critical thinking and problem-solving skills.

The findings of this study are consistent with Idris et al. (2025), who state that case-based learning is effective in improving students' problem-solving abilities and critical thinking skills. Laia (2024) also found that the use of contextual economic case studies can enhance students' analytical abilities and help them relate economic theories to real social phenomena. In addition, Hully et al. (2025) emphasize that case-based economics learning is more effective than conventional teaching methods in developing economic problem-solving skills. This is further supported by Putri et al. (2025), who found that students involved in case-based learning demonstrate better abilities in connecting economic concepts with actual economic phenomena. Therefore, these findings strengthen the evidence that case-based economics learning is a relevant, contextual, and effective instructional strategy for improving students' economic problem-solving abilities in Madrasah Aliyah.

Effect of Case-Based Economics Learning on Positive Attitude

Based on the results of the second hypothesis testing, it is found that case-based economics learning has a positive and significant effect on students' positive attitude in

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Madrasah Aliyah. This finding indicates that the better the implementation of case-based learning, the more students' positive attitudes develop in the economics learning process. Case-based learning not only contributes to cognitive aspects but also fosters students' learning interest, sense of responsibility, active participation in discussions, openness to others' opinions, as well as awareness of the importance of values such as honesty, fairness, and responsibility in economic decision-making. Through contextual economic problems, students are encouraged to actively engage in learning activities, which in turn helps develop positive attitudes toward both the learning process and real economic issues in society.

The findings of this study are consistent with Aminah et al. (2022), who state that case-based learning is effective in improving students' positive attitudes, particularly in contextual subjects. Putri et al. (2024) also found that the use of case studies in economics learning can enhance learning motivation, emotional engagement, and students' appreciative attitudes toward learning materials. Furthermore, Pradana et al. (2024) emphasize that case-based learning promotes the development of responsibility, cooperation, and social empathy, which are important components in economics education. These findings reinforce the view that case-based economics learning is not only effective in improving learning outcomes but also plays a crucial role in shaping positive attitudes and student character in line with the educational values of Madrasah Aliyah.

Effect of Positive Attitude on Economic Problem-Solving Ability

Based on the results of the third hypothesis testing, it is found that positive attitude has a positive and significant effect on the economic problem-solving ability of Madrasah Aliyah students. This finding indicates that the higher the students' positive attitude, the better their ability to solve economic problems. Positive attitudes, reflected in learning interest, self-confidence, perseverance, openness to others' opinions, and active participation in the learning process, encourage students to take learning more seriously. This enables them to better understand economic problems, analyze available information, and consider various alternative solutions before making rational and responsible economic decisions. In addition, a positive attitude also supports the quality of students' thinking processes, making them more motivated to explore economic issues in depth and less likely to give up when facing complex problems.

The findings of this study are consistent with Wildaniati et al. (2024), who state that positive attitude has a significant effect on problem-solving ability and students' higher-order thinking skills. Studies by Putri et al. (2025) and Hully et al. (2025) also show that students with positive attitudes tend to have better analytical skills and are more effective

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in applying economic concepts to solve contextual problems. Furthermore, Harlin and Susilawati (2024) emphasize that affective aspects, such as attitude and motivation, are key supporting factors in the success of economics learning. These findings strengthen the argument that economic problem-solving ability is not only determined by content mastery and instructional strategies but also by students' positive attitudes, which serve as an important foundation for achieving successful learning outcomes.

Effect of Case-Based Economics Learning on Economic Problem-Solving Ability Through Positive Attitude

Based on the results of the fourth hypothesis testing, it is found that positive attitude strengthens the effect of case-based economics learning on students' economic problem-solving ability in Madrasah Aliyah. This finding indicates that the effectiveness of case-based learning in improving economic problem-solving ability does not only occur directly, but also through the development of students' positive attitudes. Case-based learning encourages students to actively engage in the learning process, think critically, engage in collaborative discussions, and develop self-confidence, responsibility, and openness to different perspectives. These positive attitudes then become factors that strengthen students' ability to analyze and solve economic problems in a systematic, rational, and contextual manner.

The findings of this study are consistent with Gusmaneli et al. (2024), who state that affective factors, such as positive attitude, play an important role in strengthening the relationship between instructional strategies and student learning outcomes. Research in economics education also shows that contextual learning models, including case-based learning, are able to foster positive attitudes, which in turn improve problem-solving abilities and higher-order thinking skills. Furthermore, Silangen et al. (2025) reinforce that the success of economics learning is not only determined by the instructional approach used, but also by the affective conditions of students that develop during the learning process. Therefore, this study confirms that positive attitude is an important factor that mediates and strengthens the effectiveness of case-based economics learning in improving students' economic problem-solving abilities in Madrasah Aliyah.

CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that the implementation of case-based economics learning has a positive and significant effect on both students' economic problem-solving ability and their positive attitudes in Madrasah Aliyah. In addition, positive attitude also has a positive and significant effect on economic problem-solving ability, indicating the importance of affective aspects in supporting

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successful learning. Furthermore, positive attitude is proven to strengthen the influence of case-based economics learning on students' economic problem-solving ability. These findings indicate that the better the implementation of case-based economics learning and the higher the students' positive attitude, the higher their ability to solve economic problems.

SUGGESTIONS

Based on the research findings, Economics teachers in Madrasah Aliyah are encouraged to consistently implement case-based economics learning by utilizing contextual economic cases and paying attention to the development of students' positive attitudes during the learning process. The school is also expected to provide support through the provision of adequate facilities, teacher training, and the creation of a conducive learning environment that supports innovative and problem-solving-oriented learning. In addition, students are encouraged to continuously develop positive attitudes such as learning interest, active participation, and open-mindedness so that their economic problem-solving abilities can develop optimally. For future researchers, it is recommended to expand the research model by adding other potential variables influencing economic problem-solving ability, such as learning motivation, self-efficacy, or learning environment, as well as extending the research scope to different educational levels and contexts in order to obtain more comprehensive results.

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