
HANDS ON METHODS TRAINING STRATEGY THROUGH CASE STUDY IN THE GREAT PARENTS SCHOOL (SOTH) PROGRAM IN SUMBERSARI DISTRICT

Nani Sintiawati^{1*}, Novita Septia Rini², Frimha Purnamawati³, Ninis Syarifah⁴

^{1,2,3} Community Education, Faculty of Teacher Training and Education, University of Jember,
Indonesia

⁴Jember KKB Training Center, East Java, Indonesia

¹ nanisin@unej.ac.id

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Abstract

This study focuses on the strategy of hands-on methods through the Case Study Method in the Great Parents School program in Sumbersari subdistrict. The main phenomenon of this study is the increase in participants' knowledge through the learning methods used in the implementation of the SOTH program. The research method used is descriptive qualitative, conducted in Sumbersari subdistrict. The technique for determining informants uses purposive sampling. The technique for determining informants used purposive sampling, consisting of three key informants, namely two facilitators and one family planning counselor from Sumbersari Subdistrict, as well as two supporting informants who were SOTH participants in Sumbersari Subdistrict. Data collection was carried out through observation, interviews, and documentation. The research procedure was carried out using source and technique triangulation. Data analysis methods included data collection, data presentation, data reduction, and conclusion drawing. The results show that the implementation of hands-on methods through the case study approach in the Sekolah Orang Tua Besar (SOTH) program in Sumbersari District applies two main indicators, namely that the facilitator presents scenarios in the form of problem concepts that must be solved by the participants and manages the flow of discussion. In addition, this hands-on method also encourages participants to be more confident in making decisions, solving problems, and developing solutions based on the real experiences they gain during the discussion process.

Keywords: strategy, training, hands on methods, case study

Abstrak

Penelitian ini berfokus pada strategi pelatihan hands-on methods melalui studi kasus dalam program Sekolah Orang Tua Hebat (SOTH) di Kecamatan Sumbersari. Fenomena utama dalam penelitian ini adalah adanya peningkatan pengetahuan peserta melalui metode pembelajaran yang digunakan dalam pelaksanaan program SOTH. Metode penelitian yang digunakan adalah deskriptif kualitatif yang dilaksanakan di Kecamatan Sumbersari. Teknik penentuan informan menggunakan purposive sampling. Informan dalam penelitian ini terdiri atas tiga informan kunci, yaitu dua fasilitator dan satu penyuluh keluarga berencana Kecamatan Sumbersari, serta dua informan pendukung yang merupakan peserta SOTH di Kecamatan Sumbersari. Pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Prosedur penelitian dilakukan dengan menggunakan triangulasi sumber dan teknik. Teknik analisis data meliputi pengumpulan data, penyajian data, reduksi data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa strategi pelatihan hands-on methods melalui studi kasus dalam program Sekolah Orang Tua Hebat (SOTH) di Kecamatan Sumbersari menerapkan dua indikator utama, yaitu fasilitator menyajikan skenario berupa konsep permasalahan yang harus dipecahkan oleh peserta serta mengelola alur diskusi. Selain itu, metode hands-on ini juga mendorong peserta untuk lebih percaya diri dalam mengambil keputusan, memecahkan masalah, dan mengembangkan solusi berdasarkan pengalaman nyata yang mereka peroleh selama proses diskusi.

Kata kunci: strategi, pelatihan, hands on methods, studi kasus, SOTH

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INTRODUCTION

The School of Great Parents (SOTH) is an education and training program initiated by the Ministry of Population and Development (Kemendukbangga) of East Java Province. This program aims to improve parents' knowledge, attitudes, and skills in childcare, thereby optimizing their development and shaping their children's positive character (East Java Information and Informatics Office 2022). As the center for controlling population, family planning, and family development programs at the sub-district level under the auspices of Kemendukbangga/BKKBN, the Summersari Sub-district Family Planning Extension Center has the primary duty of organizing the SOTH program at the sub-district level. With a focus on appropriate parenting, the SOTH program is expected to contribute to addressing various issues related to poor parenting patterns that can impact child growth and development.

From the final report of the implementation obtained, the percentage of participants passing reached 100%, the implementation of this training showed a significant achievement where all participants were able to complete the training series according to the established criteria. Furthermore, the evaluation results showed an increase in post-test results compared to the pre-test, with an average participant score reaching 100 points after participating in the training, this indicates a very good understanding of the material that has been given. The data shows that as many as 82% of participants experienced an increase in post-test scores above 25 points, compared to the initial pre-test score. This increase not only illustrates the success of the material delivered, but also shows that the hands-on methods training strategy based on case studies used was very appropriate where this method focuses on active and interactive activities to build participant involvement and understanding.

To improve the quality of human resources (HR) among parents, especially in the context of better child education and parenting, a training strategy that focuses on effective parenting skills is needed. Widodo in (Juniarti & Indahingwati 2020) defines training as a series of activities undertaken by individuals with the aim of improving skills, expertise, and knowledge in a particular field. Training can take various forms, including formal training in educational institutions, on-the-job training, online training, or practical training in the field.

Hands-on Methods Hands-on methods are training programs that focus on participants. They must actively participate in both managerial and operational training programs (Salimi, 2025). Hands-on methods can be defined as a learning design that aims to engage participants in exploring information, asking questions, engaging in activities, discovering, and drawing conclusions. The use of this method in the learning process is expected to create a conducive atmosphere, allowing participants to play an active role and be directly involved in the learning process. Some methods included in this category are as follows:

- a. On-the-job training is training that trains someone to learn a job while doing it, so that trainees gain hands-on experience (Nurhafizah et al., 2024). Direct experience refers to work experience in line with their vocation, thus achieving on-the-job training. In other words, on-the-job training is a training activity for employees or prospective employees that is tailored to actual work conditions, under the guidance and supervision of experienced employees or a supervisor.

- b. Simulation is a widely used learning method in training because it brings participants closer to real-world situations relevant to the real world. Trisno (2023) states that simulations can be used in almost all training programs oriented towards behavioral objectives, such as decision-making, conflict resolution, or teamwork. In this approach, participants not only understand the material cognitively but are also trained to apply appropriate behaviors in specific contexts. In the simulation preparation stage, it is important to ensure the availability of adequate facilities and infrastructure, because without complete facilities, the simulation's effectiveness can be hampered. As stated by Khairunisa et al. (2023), the availability of complete and standard facilities greatly supports the smooth implementation of simulations and helps participants achieve learning objectives optimally. This simulation method requires practice carried out in real situations or in specific jobs, or events that are presented as closely as possible to the actual situation but are only imitations. The simulation-based learning method proposed by Santika et al. (2023) allows participants to gain real-life learning experiences while encouraging team collaboration in completing training tasks. This method aligns with the principles of experiential learning, which prioritizes direct experience in developing practical knowledge and skills. Meanwhile, according to Sintiawati et al. (2025), simulation is a technique for closely imitating the actual concept of a job or everyday situation they will encounter. Later, training participants will also present the results of their assigned campaign tasks to receive input from the facilitator.
- c. Case studies are a learning method that presents complex situations or problems through observation and problem solving that are relevant to the real world (Sarina, 2025) so that it encourages students to actively observe, analyze, and solve problems, which ultimately can improve their understanding and critical thinking skills. This opinion is in accordance with Ibrahim (2023) who stated The case study method is a learning approach that involves presenting real-life situations in class, where the cases presented are tailored to the learning topic being taught. In its application, the facilitator will present a scenario in the form of a problem concept that must be solved by the training participants. In accordance with the opinion of Muliawati (2023), the facilitator plays an active role in compiling cases relevant to the learning objectives, guiding the discussion in a directed manner, and facilitating the case analysis process by the participants. Based on the expert opinion above, it can be concluded that case studies are a learning method that connects learning materials with real life and how we can overcome various problems that arise. These various problems can be more easily faced because of previous real-life experiences.

From the various Hands On Methods methods explained above, the researcher determined the main focus of the research study of the hands on methods method, namely the case study method. The characteristics or stages of implementing the case study method include; (1) The facilitator presents learning materials in the form of problem concept scenarios that must be solved by training participants that are adjusted to the learning topic; (2) The facilitator guides the discussion in a directed manner, and facilitates the case analysis process by the participants. So this research has a problem formulation "how is the Hands On Methods Training Strategy Through Case Studies in the Great Parents School (SOTH) Program in Summersari District?". This research aims to provide a clearer understanding and describe how the hands on methods training strategy through case studies in the SOTH program in Summersari District.

METHODS

This study uses qualitative descriptive research to analyze the hands-on methods training strategy through a case study of the SOTH program in Summersari District. The research location is in Summersari District. The location selection is based on the purposive area method,

a method for determining research locations by considering certain criteria that allow for study with specific or specific objectives for the researcher concerned (Masyhud, 2021). The informant determination technique uses a purposive sampling technique consisting of three key informants: two facilitators and one family planning instructor from Summersari District, as well as two supporting informants for SOTH participants in Summersari District. Data collection techniques are carried out through observation, interviews, and documentation. Data validity checking techniques are carried out by extending participation, diligent observation, and triangulation (Moleong, 2016). Meanwhile, the data analysis techniques used in this study are carried out by collecting data, reducing data, presenting data, and drawing conclusions.

RESULTS AND DISCUSSION

Results

This study shows that the hands-on training strategy using the case study method in the SOTH program in Summersari District includes two main indicators, namely: (a). The facilitator presents a scenario in the form of a problem concept that must be solved by the participants; (b). Learning Evaluation. In implementing the case study method in the SOTH program, the facilitator plays an important role as a director and companion for the case study learning activities. Based on the researcher's observations, before starting the discussion session, the facilitator first provides an introduction to the topic to be discussed and the objectives of the case study activity. The activity then continues with the presentation of a scenario containing the problem concept that must be solved by the participants. The scenario refers to the module so that participants can analyze, discuss, and formulate practical solutions. For example, in one session, the facilitator presented a scenario about the influence of electronic media on children. This scenario was then used as discussion material by participants to identify impacts, ways to prevent them, and find appropriate alternative solutions. Overall, the results of the study indicate that the presentation of scenarios is an important part of the case study method in SOTH. This approach not only makes it easier for participants to understand the material but also encourages changes in attitudes and behavior in parenting. Through analysis and discussion of real-life scenarios, participants are able to learn from shared experiences, find appropriate solutions, and apply positive parenting values in their family lives.

In addition to presenting the scenario, the facilitator also plays an active role in managing the discussion. Based on field research, it is understood that the discussion process does not proceed spontaneously, but requires direction, flow control, and systematic strategies to maintain focus on the core parenting issues being discussed. In this case, the facilitator's role reflects that the facilitator's role in controlling group dynamics through various strategies, such as repeating questions when the discussion broadens, referring back to the module, and involving other participants to maintain balanced participation. The family planning counselor also contributes by helping to restore the direction of the discussion when it becomes too long or veers off-topic.

The next indicator concerns the reflection and conclusion-drawing session. This session is also crucial for facilitators in evaluating participants' understanding, emphasizing key points of the material, and adjusting learning strategies for the next meeting. Based on field research, the closing reflection session of SOTH activities was conducted through a question-and-answer session or post-test conducted by participants. The reflection and conclusion-drawing session, guided by the facilitator, proved crucial in enhancing participants' understanding. With a structured discussion, facilitator guidance, and post-test, participants were able to reflect on the material, express their opinions, and relate the learning to their daily experiences.

Discussion

The results of this study indicate that the scenario flow through the case study method used in SOTH activities has been designed in such a way by the Ministry of Education and Culture/BKKBN to depict common parenting situations that occur in everyday life. The facilitator explained that the main step in helping participants understand the material and solve real-life cases is to present scenarios that have a clear and easy-to-understand background. The facilitator began by preparing modules and worksheets containing real-life cases, describing general case situations through animated videos, explaining the factors that cause problems and how to solve them in accordance with the positive parenting values they have learned. This clarity of context also makes it easier for participants to connect the SOTH material to their own parenting experiences.

The alignment between the SOTH learning objectives and the scenario content has been shown to enable participants to focus more on understanding the core of the problem and formulating more positive parenting strategies. This cognitive process is a form of critical thinking that emerges when participants begin to identify the factors causing the problem and predict the impact of various alternative solutions. This finding aligns with the explanation of Wahyuni et al. (2024), who emphasized that in implementing the case study method, participants are not only guided to understand the problem but also directed to find alternative solutions through a series of problem identification processes, impact analysis, and in-depth discussion. Thus, the scenarios presented clearly and contextually provide ample space for participants to conduct reflective analysis, strengthen decision-making skills, and foster a deeper understanding of effective parenting patterns.

Further discussion concerns the facilitator's role in managing the flow of the discussion. Facilitators employ various strategies to keep the discussion on relevant topics throughout each meeting. When the conversation begins to stray or participants struggle to grasp the core issues, the facilitator reiterates key questions, refers to prepared modules or guides, and engages other participants to maintain balanced participation. These efforts not only help participants stay focused but also create a more dynamic and focused discussion atmosphere. These findings align with Rizka and Permatasari (2023) who emphasized that facilitators play a crucial role in designing and directing the flow of case-based learning, a key aspect of which is directly reflected in field practice. Facilitators not only manage the scenario but also actively control group dynamics to ensure the case analysis process remains effective.

Based on field findings, the closing reflection session of the SOTH activity was conducted through a question and answer session and a pre-test conducted before the learning activity began and a post-test completed by participants after the discussion ended. This session was a crucial opportunity for participants to reflect on the material presented, express their opinions, and relate the learning to their daily experiences. The reflection session, guided by a facilitator, was proven to improve participant understanding. Through structured discussions, guidance from the facilitator, and a post-test, participants were encouraged to reassess the knowledge and skills acquired during the activity. This aligns with the findings of Seco and Cendana (2022), who stated that personal reflection by teachers or facilitators is a crucial part of learning evaluation. Through reflection, facilitators can identify obstacles or errors in the learning process and develop solutions and improvements for subsequent activities.

Thus, the reflection and conclusion sessions in SOTH activities not only serve to evaluate participants' knowledge through post-tests, but also serve as a reflection mechanism for facilitators to improve learning effectiveness. This approach allows for more adaptive learning,

as facilitators can adjust methods, materials, and delivery strategies based on participant reflection and interaction. Furthermore, the systematic reflection process also helps facilitators identify strengths and weaknesses in the training implementation. Through reflection, facilitators can identify which parts of the material have been well understood by participants and which still require further explanation. Thus, reflection is not only oriented toward participant learning outcomes but also toward improving the quality of the learning process itself. Furthermore, participant involvement in reflection sessions fosters a participatory and dialogic learning environment. Participants act not only as recipients of material but also as active subjects providing feedback on the progress of the activities. This aligns with the principles of adult learning, where participants' experiences and perspectives serve as important learning resources. With shared reflection, SOTH activities become more meaningful and sustainable, as each training session can be continuously refined over time.

CONCLUSION

The Hands on Methods training strategy through case studies in the SOTH program in Summersari District is divided into two main components, namely: The facilitator presents a scenario in the form of a problem concept that must be solved by the participants. The scenario is structured to describe parenting situations that are often faced by parents so that participants can identify the main problems, analyze the causes, and find relevant solutions based on the experience and knowledge of SOTH participants. Second, related to learning evaluation, it is carried out through a reflection session and drawing conclusions as an evaluation of participant knowledge through a posttest, and also as a reflection mechanism for facilitators to improve learning effectiveness.

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