

A Learning Model for Teaching “Population Geography” course in Higher Education through Case Study of International Women's Migration

Muhammad Zid¹ & Asep Rudi Casmana²

Abstract

The purpose of this study was to determine a learning model for teaching "Population Geography" to geography education students in universities using international women's migration as a case study to increase their understanding of the material and their curiosity in the learning process. A case study and qualitative approach were adopted in this research with data collected from 15 Geography Education students currently taking Population Geography courses in Department of Geography Education Jakarta, Indonesia. Data were collected through interviews and focus group discussions (FGD) for approximately 120 minutes, three times during the learning process. The results showed that in-depth studies on international women's migration increase engagement and understanding of the course. Furthermore, it enables students to participate actively in the classroom learning process by asking questions, discussing, and giving their opinions. Students are able to give their opinion in the classroom with regard to the international women migration. For example, they are able to determine the use of remittances and the adaptation process after an immigrant returns to Indonesia. They also know about the main reason why some Indonesian women decide to work and migrate to abroad and leave their family. In addition, students' understanding is also visualized in the process of interpreting, giving examples, clarifying, summarizing, drawing conclusions, comparing, and explaining cases of women's international migration. This research is useful for educators, especially Geography Education Teachers and Lecturers.

Keywords: *Women Migration, Population Geography Course, Critical Thinking Skill, Student Engagement, Student Understanding*

Introduction

Population geography course is one of the most important studies in tertiary institutions because it provides students with the basic concepts and experiences required to improve their skills (Nguyen, 2018; Williams et al., 2017). The rapid development of information and communication technology has created several learning resources used by both students and educators to convey their knowledge have been created (Ye et al., 2020). Besides using lecture learning models and

¹ Dr, Department of Geography Education, Faculty of Social Science, Universitas Negeri Jakarta, mzid@unj.ac.id

² MA, Department of Pancasila and Civic Education, Faculty of Social Science, Universitas Negeri Jakarta, aseprudi@unj.ac.id

telling stories on population geography, other methods such as current interesting case studies are also adopted (Korson & Kusek, 2016).

Currently, the main problem faced by lecturers is the learning difficulties experienced by students in the classroom, such as their inability to absorb the learning materials (Christie & Morris, 2021; Thomas & Allen, 2021). These problems are caused by learning motivation, attention, and interest, attitude, perseverance, socio-economic, and physical and psychological factors (Cantu et al., 2021; Oguilve et al., 2021; Van Overschelde & Piatt, 2020). One of the difficulties faced by students' due to external factors is inability to carry out assignments, thereby leading to poor performance in the final semester exams (Newton et al., 2020; Sun et al., 2021).

According to preliminary studies, the continuous use of similar learning methods by lecturers' without variations is one of the main factors affecting students' poor performance (Morales, Ruggiano, Carter, Pfeifer & Green, 2020). For example, one of the lecturers' adopted the use of lecture method in teaching population geography irrespective of the lengthy study duration without using other media with illustrations, such as pictures, videos etc. Therefore, for an entire semester, almost all the students were unable to understand and absorb the information conveyed by the thereby leading to difficulties in the learning process (Masud, 2020).

The lecturers' inability to use varieties of learning processes leads to boredom, and the need for innovative learning methods capable of increasing students' enthusiasm and motivation to learn, thereby leading to a rise in knowledge assimilation. Therefore there is a need for new innovations and variations in the learning process adopted in the classroom (Hamilton, et al., 2019; Watson, 2020).

Population geography also plays an important role in terms of knowledge and experiences acquired by students especially on the topic related to international migration (Winarnita, Chan, & Butt, 2020). According to Butt, Ball, & Beazley (2016) migration is a common phenomenon in Indonesia, due to the urge to earn additional income. To work abroad, one needs to acquire knowledge, skills, learn to speak a foreign language and understand the local culture of the destination country (Hewett, 2019). Therefore, this course examines this phenomenon by equipping students with relevant knowledge and skills on migrating abroad (Spaan, & van Naerssen, 2018). One of the strategies used to ensure students understand this phenomenon better is by using the case study method (Hallgren & Österlind, 2019).

Population geography is one of the courses that examine cases of population migration abroad and provides adequate knowledge by aspiring immigrants (Karolčík et al., 2016; Lee, 2018). This is consistent with the study carried out by Dharr (2012) which stated that the international women migration teaches students on the strategies adopted by women to improve their living standards from an economic perspective. In addition, this topic also teaches on the remittance management process engaged by these women after they returned to their country (Dhar, 2012). It further inspires and aids students to understand that they are opportune to work in their home country and abroad to increase their standard of living (Ullah, 2017). Therefore, in this context, international women's migration provides insight, knowledge, and commonly faced problems (Lindquist, 2017). Hence, this topic is used as a case study in the learning process for undergraduates in pursuing population geography (Patimo & Lucero, 2021).

Several learning methods are needed to make this course easier for students to understand, one of which is the use of case studies. Karolčík, ipková, and Mázorová (2016) reported the relevance of case studies and the use of maps in teaching students, besides the utilization of computers. Teachers or lecturers have to instruct students in studying population geography courses in tertiary institutions (Polat, 2020). This method increases students' curiosity, interest in the learning process and offers direct experience (de Miguel González & de Lázaro y Torres, 2016; Eaves, 2020). In addition, Opoku, Serbeh, and Amoah (2021) stated that case studies motivate students to learn and develop critical thinking skills when studying a phenomenon.

In Indonesia, studies on the international migration of women are becoming increasingly popular, because the percentage of women that migrate regularly is significantly higher than men (Khoo & Yeoh, 2018). Therefore, this is an interesting phenomenon to study, both in terms of the economic and social aspects and to determine the problems encountered when people decide to migrate abroad (de Miguel González & de Lázaro y Torres, 2016; Opoku et al., 2021). The adoption of case studies on women's migration as a learning process enables students to interact and communicate with one another and their lecturers (Rahmadi et al., 2020). Therefore, this approach is one of the best ways used to teach population geography to students.

Based on previous research, the classroom case study learning model offers positive benefits, such as exposing students to the topic being taught, thereby enabling them to understand the real situation and conditions of migration (Svobodová et al., 2020). Furthermore, this learning model

increases students' curiosity, thereby encouraging them to carry out research on the phenomenon of international female migration (Mitchell, 2016). Based on these 2 benefits, international women's migration serves as one of the main approaches in the study of population geography in tertiary institutions.

Although, no research has been carried out on the use of international women's migration as one of the main cases in population geography, preliminary studies, succeeded in using this method to improve students' learning abilities. Therefore, it has a positive impact on educators, especially those in the field of geography.

This is a useful research, especially due to the use of case studies to learn international migration of women. Apart from universities, educators at the high and junior school levels are also one of the groups expected to benefit from this research. Therefore, this learning model is useful for both undergraduates and teachers. Based on the research background, the main problem is based on ways to use case studies of international women's migration to learn population geography in universities.

Research questions

Based on the study background and the theoretical gaps identified in several previous studies, the research questions are as follows.

- 1) How is the student engagement in the classroom affected at the population geography course using the issue of international women migration?
- 2) How is the improvement of student understanding at the population geography course after discussing the issue of international women migration?

Theoretical Review

As part of geography education, this course aims to improve students' abilities, understanding, and experiences related to the human population because it is one of the modules explored by undergraduates. In addition, humans are the main focus of this course, starting from population density, its composition in a certain area, to migration from one place to another (Zid, Casmana, & Hijrawadi, 2020; Zid, Alkhudri, Casmana, & Marini, 2020).

According to Dhar (2012), there are 3 main philosophical bases behind the relevance of teaching population geography in universities. First, this course teaches students on the movement of people from one place to another, such as from villages to cities and one country to another, respectively (Weston, 2020). An instance is someone that migrates from Tegal to Jakarta with the aim of increasing their income and standard of living. In addition, the movement from Indonesia to Hong Kong to become Indonesian Migrant Workers (TKI) is based on the same goal of improving their standard of living (Dharr, 2012). Usually, people decide to migrate due to certain factors, therefore this serves as an interesting study in learning population geography (de Waal & Williams, 2020; Lee, 2020). Another interesting aspect is the employment structure in a region. Bent, Bakx, and Brok (2017) stated that this course discusses and examines the unemployment structure in a country. This is important because when the unemployment rate is high, the citizens of that country are unable to acquire a decent job and livelihood (Lindquist, 2018). Therefore, population geography is an important course that needs to be studied by students. In accordance with several productive ages in each region, this also tends to stimulate ones' interest in the economic process (Kressler, 2020). Meanwhile, according to Szkornik (2017), population geography is based on the relationship between humans and their surroundings. It aims to instill knowledge in the students to improve their understanding (Loh & Ang, 2020). Therefore, to learn population geography courses, it is necessary to adopt a special method that students easily understand. However, there are several ways to realize this, such as story-telling, lectures, group discussions, and the use of case studies (Yin, 2019).

The appropriate topic that needs to be discussed is international women's migration from one place to another (Aburaida, 2020). This is because students need to understand the factors that motivate a person to migrate abroad (Platt, 2018). The international migration of women is one factor that triggers people's movement (Rother, 2017). In this case, the displacement is usually from Indonesia to abroad based on several reasons, including natural disasters such as floods, landslides, earthquakes, etc (Bélanger & Rahman, 2013). However, in the context of the international migration of Indonesian women, the goal is to improve their standard of living (Leal, Malhotra, & Misra, 2019; Lyons, 2017). There is a yearly increase in the number of women that migrate abroad to help their husbands, improve social status, or to acquire better education (Zid, Casmana, & Hijrawadi, 2020). Based on the explanation of international migration, this interesting research is used as a case study by students.

Case studies are one of the methods adopted to teach the students certain phenomena thoroughly. According to Yin (2017), it as a knowledge-seeking process to investigate and examine the phenomena that occur in real life. Yin further stated that case studies are used when certain phenomena, in reality, have vague or blurred boundaries. In addition, case studies also have various sources which serve as evidence and information search tools. However, assuming these conditions are not met, the research is unable to use case studies. In addition, Yin, Polit, and Hungler (2017) stated that case studies are focused on determining the dynamics related to the reason individuals think and develop themselves.

The population geography course aids in training and developing problem-solving skills oriented towards authentic issues encountered daily, which tends to stimulate high critical thinking skills (Golightly & Raath, 2015; Sarkadi & Fadhillah, 2020; Yeung, 2010). Preliminary studies stated that problem-based learning is a teaching model characterized by the students' ability to think critically and acquire knowledge (Golightly, 2021; Golightly & Muniz, 2013; Raath & Golightly, 2017). The learning process adopted requires a real case which enables students to memorize theories and develop the ability to think about the background, driving factors as well as a person's life after migrating to other countries (Chappell, 2006; Spronken-Smith, 2005).

In conclusion, problem-based learning in population geography courses is an approach to understanding ways to resolve issues in the real world, such as international women's migration. Finally, students acquire critical thinking and problem-solving skills, to understand the important concepts involved in the learning process (Alexson & Kemnitz, 2001; Chappell, 2001; Pawson et al., 2006)

Method

Research Design

This case study is part of an educational project that aims to investigate international women's migration regarding population geography courses in higher institutions using a case study design (Yin, 2017). In addition, this research is intended to see the improvement of student engagement and student understanding after discussing the issue of international women migration. The case discussed in this study is the international women migration from Indonesia to other countries such as Malaysia, Taiwan, Hong Kong, Saudi Arabia and other nations. The characteristic of this case

study lies on the implementation of international women migration issue as a contemporary phenomenon in the population geography. The issue of international women migration has been a big issue in the population geography course since it discussed about the reason why women decided to move abroad, how they survive during working abroad, how they use the remittance after returning abroad and the life changes after migration abroad (Hewett, 2019). This research follows the recommendation of Yin (2017) in revealing the case in which he said that a researcher should focus and pay attention to the accuracy of information aspect, the informant suitability, and critical interpretation. Therefore, To discover a detailed use of the learning model in the population geography course, interview, observation, and FGD techniques were also performed (Cresswell, 2014).

Participants

The research participants are 15 geography education students at the State University of Jakarta. Consequently, due to the common characteristics possessed by the participants, they were not randomly chosen. Therefore, the purposive sampling technique used in this study was based on the following criteria (1) students of geography education at the State University of Jakarta were chosen, (2) they need to have taken a population geography course or at least in the 2nd semester, and (3) they also need to understand the issue of international women's migration. In order to obtain maximum results, this research carried out 4 meetings which lasted for 135 minutes each. Based on the ethical standard, the initials of the students were used rather than their real names. The detailed characteristics of the participants are shown in table 1.

Table 1

The Characteristic of Participants Gender

No	Gender	Frequency	Percentage
1	Male	7	46 %
2	Female	8	54 %
Total		15	100 %

Table 1 shows that 54% of the female students participated in this study. Conversely, the male participants were only 46%. Overall, the female geography education students are more than the males.

Table 2*The Characteristic of Participants based on the semester in campus*

No	Semester	Frequency	Percentage
1	2 nd semester	3	20 %
2	4 st semester	6	40 %
3	6 th semester	6	40%
Total		15	100 %

Table 2 shows that the participants of this research were in the 2nd semester, which implies they have already taken the population geography course. Furthermore, 20% of students are in the 2nd semester, while the others are in the 4th and 6th semesters.

Research Instruments

This section is based on the research instruments used to ascertain the students understanding of the international women's migration case. In qualitative research and case studies, the key instrument is the researcher himself, so in addition to having a role as a researcher, researcher also has a role as a key instrument. The main benefits when researchers become key instruments are responsiveness and adaptability. When the researcher becomes a research instrument, they will be able to develop knowledge, carry out preliminary studies and get the opportunity to clarify certain meanings if there are things that need to be deepened in their research studies. In addition, researchers are also able to investigate very unique things when found in the field (Yin, 2019). In order to enrich the research results, apart from the researcher himself as the instrument, this research also uses interviews and Focus Group Discussions (FGD) to enrich the research results and obtain in-depth data. The interview instrument is a guide used by researchers to be able to study more deeply on matters related to women's international migration. Meanwhile, in the FGD the researcher asked the students more specifically about the benefits of using the learning model that had been delivered. To be able to validate it, triangulation of data from the instruments used is carried out (Yin, 2019). So that the data collection process is carried out after the instrument is validated.

The purpose of this research is to find out that the case study learning model, especially in the case of international migration of Indonesian women, can increase student engagement and improve

student understanding in the subject of population geography in universities. In this learning activity, lecturers can deliver material by providing illustrations in the form of sources or examples of cases that are happening, especially regarding the international migration of women from Indonesia to abroad. Data from interviews and FGD were transcribed and used codes to be able to analyze them. In this case, there are two main focuses in analyzing the results of this study, including 1) student engagement (Dee, 2020) and 2) student understanding (Chappell, 2001). These two things are the most important studies in determining the use of this case study-based learning model. The results of this data transcript are divided into fifteen transcripts which are coded Student Transcript 1 = ST1, student transcript 2 = ST2, student transcript 3 = ST3 etc.

Table 3

The Interview Guidelines about the knowledge and student understanding towards the case of international woman migration

No.	Indicator	Aspect
1.	Interpretation	The students' interpretation of the case study
2.	Providing examples	The students' abilities to give an example of the case study after FGD
3.	Classifying	The students' abilities to classify other cases
4.	Summarizing	The students' abilities to summarize the information
5.	Concluding	The students' abilities to draw conclusion after a discussion
6.	Comparing	The students' abilities to draw conclusion after a discussion
7.	Explaining	The students' abilities to explain the case study

The indicators in table 3 were used to analyze the student' understanding of the international women's migration case after the FGD. It is important to ascertain that they understand the lecture delivered. This is an interesting case study for the students in geography education department. Therefore it needs to be reviewed from their perspective. In addition, the FGD with some of the participants were observed.

Research Procedure and Data Collection

The research procedure is the steps needed to be able to collect data in order to answer the research questions posed in this study by discussing more about the location and data collection techniques. This research procedure is very important because it can be used as an indicator of the research implementation process. In addition, the data collection means how the data in this research was

collected (Cresswel, 2014). Since research procedure and data collection are importance, this part will show how the procedure of the research and data was collected.

This study adopted the procedure designed by Yin (2019), which stated that there are 4 main steps in carrying out a research based on a case study approach. First, there is a need to ascertain whether the case study is appropriate and relevant to the investigated research topic. Second, the case must be relevant to the topic. Third, there is a need to analyse the case. The fourth and final stage of this research is centered on data interpretation, recorded unique experiences during the collection process, and rewrites the results.

To analyze the student engagement and student understanding after participating in the discussion of international women migration, this research use classroom observation, in-depth interview and FGD. Classroom observation means the researcher see how the teaching population geography works in the classroom. The aspects that are studied during observation is student engagement and student understanding. In the student engagement process, the researcher see the student movement, student response, student opinion and student interest during the population geography learning. For instance, during the learning process, when students raising hands, responding teachers opinion about international women migration, it seems that the student engagement is high. In contract, when there is no respond from student and there is not interest in sharing the idea in the classroom, then they are considered to be boring or they are no interest in learning population geography.

case studies on international women's migration, in-depth and focus groups, interviews, and classroom observations were carried out to maximize the results. In this research, FGD was carried out to determine the interaction between students and lecturers regarding international women's migration. After the learning process was completed, 3 students were selected from each group, and an in-depth interview that lasted for 20 to 30 minutes was conducted. Meanwhile, 15 students participated in the FGD. The aim is to obtain the results of the lessons regarding the international women's migration case in Indonesia.

Each student is asked whether they understood the cases of women's international migration. Afterward, the interviews focused on possible solutions to the problems encountered by Indonesian women during the migration process. In addition, they were also asked about the way they felt when learning a population geography course using a case study model. A particular case usually

adopted was carried out by Guess in 2014. Some case of international females' migration which occurred in 2017 is described as follows. After the FGD based on the Sarimi case, 15 students were interviewed, and the results were transcribed, analysed, and rewritten.

Data Analysis

This study adopted the analytical model designed by Yin (2017). According to Yin, there are 3 events used to review case studies, namely pattern matching, explanations, and time series analysis. Explanation is the analytical technique adopted in this study to analyze the data by making an explanation of the case in question. In this research, 2 main factors regarding students' engagement when using international migration case studies was analysed. The focus of the first analysis is whether or not students were actively engaged after carrying out the learning process in the classroom. In addition, the second focus is on students' understanding of international migration cases. Both were studied using the Yin analysis model. After the data acquisition, the interviews' results were transcribed, analyzed, interpreted and triangulated based on the conversations between students and lecturers during the FGD session. This study aims to describe that in order to make learning in population geography courses more interactive, a case study on women's international migration is needed, so that students can more easily understand and understand the context. By using the analytical concept presented by Yin (2017), analytical techniques can make research data more accurate and richer in explanations from lecturers in population geography courses. The questions in the interview instrument were arranged to see how the students responded to the case studies that had been made during the learning process.

In this case, the analysis focuses on how the use of case studies in population geography courses can improve student engagement and student understanding in the classroom. In the learning process, student engagement and student understanding have a very important role. So with the data that has been obtained and triangulated, the results can see how case studies using international women migration can make it easier to study population geography.

Findings

Research question 1: How is the student engagement in the classroom affected at the population geography course using the issue of international women migration?

Students' engagement is extremely important in the learning process. This is because communication between the students and lecturers is one of the characteristics of learning population geography. In universities, this course examines issues associated with international migration based on the aim to work abroad. In accordance with the success of these cases, students' engagement in learning geography is important. Fassett, Priddie, and Brckalorenz (2018) stated that students' engagement plays an important role in the classroom (Fassett, Priddie, & BrckaLorenz, 2018). Furthermore, supposing the students are actively engaged, they happily receive materials during the learning process (Banks, 2015; Rudolph & Horibe, 2016). Conversely, assuming the interactive session or students' engagement is poor, they do not understand the cases being discussed or bored with the adopted learning process (Sarkadi & Fadhillah, 2020). The level of participation in learning population geography is high, as reported by several students.

"We are happy to be involved in the discussion on the Sarmi case given by the lecturer because it is interesting and inspiring. Besides, we understand that student's levels of education do not affect their success."

"Case studies are important in learning population geography. This is because assuming learning about migration is based on theory, and then it is read about in books. However, the studies delivered by the lecturer made the students to understand the main reason people migrate abroad" DW

"Learning about international women's migration does not only enhance knowledge, rather it also increases understanding and motivation to strive for success continuously," MAR.

The interview results with the 3 students showed that their engagement level was extremely high in the learning process adopted to study population geography. This is because they are not only taught about theory, they are also able to analyze the entire factors that cause an individual to migrate internationally and are motivated to be successful in the financial field. TS reported that they were motivated by Sarmi's story that worked in Saudi Arabia for 10 years and was able to start a business that not only met their daily needs, however Sarmi was also able to establish a company and buy several plots of land. MAR also feels the same way and believes that knowledge

in the form of theory is not only acquired in the classroom. In addition, MAR never believed that a person with only an elementary school certificate could achieve financial success.

Based on this information, the civic students' engagement in the case study of women's international migration was extremely high. Dee (2020) stated that although there are several main indicators associated with civic engagement, at least 2 most important parts of students' participation include (1) an extremely deep interest in humanitarian issues and (2) develop the attitude to solve problems together. Geography education students are interested and curious about the success stories of Indonesian female workers in Saudi Arabia. Based on observations, some students were still interested in the lecture, irrespective of the fact that time had run out. Case studies on international migration not only instil knowledge it also inspires students to be better. The second characteristic concerning ways to solve problems motivated the students to find solutions to the issues being studied at the end of the discussion. Therefore, the concept of global citizenship, through population geography courses, tends to be implemented.

"Usually, I never speak or give my opinion during the learning process, however the cases initially delivered was interesting, and I tried to read and understand them, which prompted me to become actively involved in the learning process."

"I really feel confident when I give my opinion in front of the lecturer. I believe that the case given by the lecturer is real because the story is similar to that of my mother that once worked as a TKW abroad" MZ.

The students enjoyed the adopted learning process. Some students even felt the spiritual circumstances in the studies delivered by the lecturer because their mothers were working abroad. On the contrary, DTA is always silent in the classroom, however this case study has enabled DTA to argue as well as offer solutions continuously. Based on some of the aforementioned information regarding the students' participation in the learning process, it is evident that all were active. This serves as proof that students' engagement causes the learning process of population geography courses to be successful.

Research question 2: How is the improvement of student understanding at the population geography course after discussing the issue of international women migration?

Students' understanding of population geography courses, with respect to women's migration, is important. This is because assuming students are unable to understand the concepts being taught,

it simply implies that the case study was not successfully delivered during the lectures. An example is in the learning process, students not only listen to the series and flow of materials presented by the teacher, rather they already possess the basics of knowledge which serves as a form of understanding.

Therefore, in this concept, the students need to be able to understand the way and manner the learning process and scientific transfer occurs. This is in accordance with SI and DTA's statements when interviewed after several lecture sessions on population geography.

"After I tried to understand and study the cases presented by the lecturers, I was happy because, in the end, I was able to interpret the circumstances surrounding women's migration. I discovered the reason those that migrated abroad were able to start a business after returning home" SI

I am happy when giving examples of comparative cases related to women's migration, such as those reported in the population geography course. In my opinion, this study is interesting, therefore I tried to discover several similar cases with the aim of being able to provide comparisons" DTA.

SI and DTA are geography education students studying in population geography courses. They are taught to be able to analyze several phenomena associated with cases of international women's migration. After understanding and studying the case, students interpret and provide similar comparative examples. According to the theory of understanding, there are several indicators by which students tend to understand the cases conveyed in the learning process, including (1) students interpret the outcomes of these case studies, (2) they provide other examples as a comparison after the learning process, (3) students are able to classify certain items after the process (Lilley, Barker, & Harris, 2015; Malone, 2020). However, as conveyed by SI and DTA in the interview results, they are able to interpret cases related to international women's migration. These include both positive and negative ones. For example, in Sarmi's case, SI is able to interpret the reason Sarmi finally decided to travel to Saudi Arabia, including the manner Sarmi managed finances after they completed their work contract in that country. In addition, the second indicator is being able to provide examples of other cases and confirm that they have also been understood.

DTA is a geography education student interested in cases of international women's migration. After learning about the case taught by the lecturer, DTA immediately tried to discover similar cases of successful Indonesian women abroad. DTA was able to compare and give examples in the classroom. Meanwhile, when students are able to find comparable, and also provide examples

of similar cases, they are included in the category that understood the studies discussed in class. Apart from SI and DTA, the following are indicators of understanding a case study research.

Table 4

Indicators and research results on the aspect of knowledge

No	Aspect	Indicator	Attitude example
1	Knowledge	Interpretation	After learning population geography with case studies, students were able to understand the reasons and interpret the impacts of international women's migration.
2		Providing examples	Geography education students provide examples of other similar cases, both success stories, and vice versa.
3		Classifying	Geography education students are able to classify the impacts or reasons Sarmi ultimately decided to work abroad over the years.
4		Summarizing	Students are able to summarize the discussions they had with their friends about the use of remittances
5		Concluding	Students are able to draw the conclusion that not all women's migration activities have a negative impact, some have a positive influence
6		Comparing	Students were able to compare several success stories of a woman that have engaged in international migration
7		Explaining	Students are able to explain the entire situation from the background to a conclusion.

Table 4 describes several indicators from understanding the shared knowledge through the population geography learning process. However, when viewed from these 7 indicators, overall geography education students acquire knowledge and explain cases related to international women's migration to others. This is supported by the opinion of AW, a geography education student.

"During the learning process, I was suddenly appointed by the lecturer to conclude the results with a case study on women's migration. Although I usually hesitate in carrying out such activities, this time it was easily done because the simplified materials and case studies provided were helpful" AW.

The summary of the outcome is a relevant means and the main goal in the learning process. In the concluding aspect, students were not able to summarize the topic they have learned. This is irrespective of the fact that this process is also carried out by listening from the beginning,

searching for reference sources, and reflecting on the learned topic. In this case, the students understood the topics learned, especially regarding international women's migration. For example, students concluded the reasons people tend to migrate internationally. Therefore, this process needs to be integrated as a learning source in population geography courses.

Discussion

The main purpose of this research is to determine the ideal learning process for studying population geography courses. The students' engagement during the learning process, as well as their understanding of the case studies on international women's migration, was carefully analysed. The discussion regarding the use of a case study is based on the analysis results on population geography courses. It was discovered that this method increases student engagement with each other and their lecturers. In addition, this learning process also improves their understanding of international migration.

The first evidence revealed that the initial student engagement in the population geography course before using international women migration case study tend to be weak. It is related to the first research question which shows that the issue of international women migration in population geography can help improve the student engagement. It was because the educator of population geography course used a classical teaching method such as speech and focusing on a theory, thus the students found difficulty in following the classroom engagement. Based on the first finding, it shows students' engagement can be seen from the interactive discussion in the classroom after the use of case study. Initially, the students were not interested in learning population geography because they presumed it was difficult and were bored with the methods adopted by their teachers, irrespective of the fact that it is one major course in the geography learning process. The use of the case study method triggers' students' interest and makes them to easily and comfortably interact and discuss both during the learning process, and outside the classroom. Furthermore, college students prefer this unique case study method.

In addition to the improvement of student engagement, the formulation of international women migration creates students to be actively in the classroom. Most of the students show up their opinion, going to the front of the class to give the speech and they are also encouraged to read a lot of literature and news about international women migration. There is one student who never give their opinion in the classroom as he is not interested learning this population geography, but

he is engaged actively after the lecture give the case of international women migration. The case study method increases students' engagement because it is related to migration. In addition, certain complex problems are associated with this method, thereby making students more curious to study and explore it, thereby providing solutions to the problems associated with international migration. Therefore, it needs to be developed and adopted as one of the main methods in teaching population geography.

These research results are consistent with the studies carried out by Rudolph and Horibe (2016), Spronken-Smith (2005), and Williams (2014), which stated that the case study method needs to be implemented because it makes students easily understand social sciences such as geography. According to the results of these 3 studies, this tends to increase the students' involvement in the learning process. However, when viewed from the perspective of preliminary studies, using this method makes the students actively communicate during the learning process. The communication is usually between the lecturers and students. This proves that the use of case studies is one way to boost student engagement. In addition, this method causes students that are currently studying geography education to become active in the classroom, however this term is also known as civic engagement. It is important in the learning process because the students actively discuss and express their opinions (Rudolph & Horibe, 2016).

Apart from civic engagement, another most important aspect is the students' understanding. Student understanding plays also an important role in the classroom learning process. Initially, the students were less interested in learning population geography subjects because they felt that the courses only focused on theory. It is related to the second research question which shows that although students are less interested and difficult to understand, the issue of international women migration can help them to understand the population geography course.

The construction of students' opinion and students thinking with regard to the issue of international migration is more progressive since the educator create the classroom to have more dialogue between students. Also, the students feel more critical in in the class as educator create an analytical situation. Williams (2014) reported that learning based on case studies increases students' participation in class and their understanding of the process. Meanwhile, Spronken-Smith (2005) stated that using this method causes students to become more interactive. Both opinions are evident in this research, which stated that the students became more interactive because they

understood the learning content. In the case study of Sarimi, the main focus was on the reason for migrating abroad, the life transformation after returning from Saudi Arabia, and the use of remittances. Finally, the students were able to draw conclusions and make assumptions about the reasons Sarimi decided to migrate internationally.

According to Dhar (2012), people engage in international migration due to economy and educational factors. In terms of the economy, most Indonesian female workers decide to travel abroad because of the difficult economic problems encountered daily. In Sarimi's case, it was extremely difficult to cope with the economy as a married woman with children, irrespective of the fact that the husband was employed. The income was unable to meet their daily needs and educate the children. Sarimi wanted to work harder but due to her diploma in elementary school, it was difficult to get a job in Indonesia (M Zid et al., 2020). Therefore, one way to improve their standard of living was by migrating abroad, despite being employed as domestic servants. According to Darmawati and Manda (2017) one way to determine the outcome of a case study is to ensure it is understood by the students. In accordance with the results of this research, the students understood the learning content based on the adopted case studies. Some indicators are they were able to provide examples, conclude and analyze the results of the case study about Sarimi (Darmawati & Manda, 2017).

Through the issue of international women migration learning model, population geography seems to be more actively engaged in the classroom. Students can actively giving a speech about their opinion, understand the use of remittance from abroad, know the main reason why women are interested to work in abroad and so forth. Therefore, it supports the argument that a case study learning model in teaching social science particularly population geography can help improve student engagement and student understanding. The novelty of the study is in the use of international women migration as a case in teaching population geography for the students in the university. Although the use of case study might be used by some educators in the university, they tend to use other case study as an issue in the classroom. Therefore, it is suggested for teachers to use a case study for the research.

Conclusion

In conclusion, this research increased students' interest and participation in learning "Population Geography" by using international women's migration as a case study. Generally, the case of

international women's migration is one of the relevant studies in geography learning. In connection with the importance of this course, students must communicate among themselves to understand the current concepts easily and properly analyse the background of migrants, the associated factors, and the use of remittances after their return to Indonesia. According to the students, the most interesting aspect is discussing life after the migrants returned.

Although this study has succeeded in assessing learning processes involving the use of case studies in population geography courses, there are some limitations. Firstly, the students are aware that they were being observed during the FGD, which makes them to be pretentious when answering questions. Secondly, only 15 students participated, therefore it is rather difficult to conclude that this is the most appropriate method. Therefore, further research need to be conducted using more participants from various universities.

Reference

- Aburaida, L. M. (2020). Obstacles facing rural women development in the Palestinian society: Nablus Governorate as a Case Study. *Journal of Culture and Values in Education*. <https://doi.org/10.46303/jcve.2020.1>
- Alexson, R. G., & Kemnitz, C. (2001). The World Bank Scenario - A Problem-Based Learning Activity in Human Geography and Environmental Science. *Planet*, 4(1), 25–26. <https://doi.org/10.11120/plan.2001.00040025>
- Banks, J. A. (2015). Failed citizenship, civic engagement, and education. *Kappa Delta Pi Record*. Retrieved from <https://www.tandfonline.com/doi/abs/10.1080/00228958.2015.1089616>
- Bélangier, D., & Rahman, M. (2013). Migrating against all the odds: International labour migration of Bangladeshi women. *Current Sociology*, 61(3), 356–373. <https://doi.org/10.1177/0011392113484453>
- Bent, G. J., Bakx, A., & den Brok, P. (2017). Primary education teachers' self-efficacy beliefs for teaching Geography lessons. *International Research in Geographical and Environmental Education*, 26(2), 150–165. <https://doi.org/10.1080/10382046.2016.1235358>
- Butt, L., Ball, J., & Beazley, H. (2016). False papers and family fictions: household responses to 'gift children' born to Indonesian women during transnational migration. *Citizenship Studies*, 20(6–7), 795–810. <https://doi.org/10.1080/13621025.2016.1204984>
- Cantu, N., Varela, D., Jones, D., & Chaloo, L. (2021). Factors that Influence School Choice: A Look at Parents' and School Leaders' Perceptions. *Research in Educational Policy and Management*, 3(1), 19-41. <https://doi.org/10.46303/repam.2021.2>
- Chan, C. (2017). Not Always 'Left-Behind': Indonesian Adolescent Women Negotiating Transnational Mobility, Filial Piety and Care. *Asia Pacific Journal of Anthropology*, 18(3), 246–263. <https://doi.org/10.1080/14442213.2017.1311372>

- Chappell, A. (2001). Challenging the Teaching Convention in Geography Using Problem-Based Learning: The Role of Reflective Practice in Supporting Change. *Planet*, 4(1), 18–22. <https://doi.org/10.11120/plan.2001.00040018>
- Chappell, A. (2006). Using the “grieving” process and learning journals to evaluate students’ responses to problem-based learning in an undergraduate geography curriculum. *Journal of Geography in Higher Education*, 30(1), 15–31. <https://doi.org/10.1080/03098260500499584>
- Cresswell, J. W. (2014). Research design: Qualitative, quantitative and mixed method. In *Sage Publications Inc.*
- Christie, H., & Morris, N. (2021). Using assessed blogs to enhance student engagement. *Teaching in Higher Education*, 26(4), 573–585. <https://doi.org/10.1080/13562517.2019.1662390>
- Darmawati, P., & Manda, D. B. (2017). Problem based learning model development of civic education to improve the motivation and learning outcomes. ... *of Environmental & Science Education*. Retrieved from http://www.ijese.net/makale_indir/IJESE_1967_article_5a0a15bb26e33.pdf
- de Miguel González, R., & de Lázaro y Torres, M. L. (2016). Educating geographers in Spain: geography teaching renewal by implementing the European Higher Education Area. *Journal of Geography in Higher Education*, 40(2), 267–283. <https://doi.org/10.1080/03098265.2016.1139556>
- de Waal, J. H., & Williams, S. (2020). Reflections on 100 years of geography at Stellenbosch University: the role of physical and environmental geography. *South African Geographical Journal*, 102(3), 282–296. <https://doi.org/10.1080/03736245.2020.1775690>
- Dee, T. S. (2020). Education and civic engagement. *The Economics of Education*. Retrieved from <https://www.sciencedirect.com/science/article/pii/B9780128153918000082>
- Dhar, R. (2012). Women and International Migration: A Cross-cultural Analysis. *Social Change*, 42(1), 93–102. <https://doi.org/10.1177/004908571104200106>
- Eaves, L. T. E. (2020). Interanimating Black sexualities and the geography classroom. *Journal of Geography in Higher Education*, 44(2), 217–229. <https://doi.org/10.1080/03098265.2020.1753029>
- Fassett, K. T., Priddie, C., BrckaLorenz, A., & ... (2018). Activists, non-activists, and allies: Civic engagement and student types at MSIs. *Frontiers in Education*. Retrieved from <https://www.frontiersin.org/articles/10.3389/feduc.2018.00103/full>
- Golightly, A. (2021). Self- and peer assessment of preservice geography teachers’ contribution in problem-based learning activities in geography education. *International Research in Geographical and Environmental Education*, 30(1), 75–90. <https://doi.org/10.1080/10382046.2020.1744242>
- Golightly, A., & Muniz, O. A. (2013). Are South African Geography education students ready for problem-based learning? *Journal of Geography in Higher Education*, 37(3), 432–455. <https://doi.org/10.1080/03098265.2013.794332>
- Golightly, A., & Raath, S. (2015). Problem-Based Learning to Foster Deep Learning in Preservice Geography Teacher Education. *Journal of Geography*, 114(2), 58–68.

<https://doi.org/10.1080/00221341.2014.894110>

- Guess, A. K. (2014). A Methodology for Case Teaching: Becoming a Guide on The Side. *Journal of Accounting and Finance*, 14(6), 113–127.
- Hallgren, E., & Österlind, E. (2019). Process Drama in Civic Education: Balancing Student Input and Learning Outcomes in a Playful Format. *Education Sciences*. Retrieved from <https://www.mdpi.com/2227-7102/9/3/231>
- Hamilton, A., Rubin, D., Tarrant, M., & Gleason, M. (2019). Digital Storytelling as a Tool for Fostering Reflection. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 31(1), 59–73. <https://doi.org/10.36366/frontiers.v31i1.443>
- Hewett, R. (2019). (Re)-migration: Indonesians of mixed descent and the journey ‘home.’ *Social Identities*, 25(3), 360–375. <https://doi.org/10.1080/13504630.2018.1499224>
- Karolčík, Š., Čipková, E., & Mázorová, H. (2016). Application of digital technologies in the geography teaching process from the teachers’ perspective. *International Research in Geographical and Environmental Education*, 25(4), 328–343. <https://doi.org/10.1080/10382046.2016.1207992>
- Khoo, C. Y., & Yeoh, B. S. A. (2018). The Entanglements of Migration and Marriage: Negotiating Mobility Projects among Young Indonesian Women from Migrant-sending Villages. *Journal of Intercultural Studies*, 39(6), 704–721. <https://doi.org/10.1080/07256868.2018.1533539>
- Korson, C., & Kusek, W. (2016). The Comparison of a Thematic versus Regional Approach to Teaching a World Geography Course. *Journal of Geography*, 115(4), 159–168. <https://doi.org/10.1080/00221341.2015.1076498>
- Kressler, B. (2020). Critical Self-Reflection as Disruption: A Black Feminist Self-Study. *Journal of Culture and Values in Education*, 3(1), 21–38. <https://doi.org/10.46303/jcve.03.01.2>
- Leal, D. F., Malhotra, R. S., & Misra, J. (2019). Visualizing Feminized International Migration Flows in the 1990s. *Socius: Sociological Research for a Dynamic World*, 5, 237802311881994. <https://doi.org/10.1177/2378023118819940>
- Lee, D. min. (2018). Using grounded theory to understand the recognition, reflection on, development, and effects of geography teachers’ attitudes toward regions around the world. *International Research in Geographical and Environmental Education*, 27(2), 103–117. <https://doi.org/10.1080/10382046.2016.1273616>
- Lee, D. min. (2020). A phenomenological study of the meaning of geography teacher-researcher identities. *International Research in Geographical and Environmental Education*, 29(1), 23–39. <https://doi.org/10.1080/10382046.2019.1657686>
- Loh, R. C.-Y., & Ang, C.-S. (2020). Unravelling Cooperative Learning in Higher Education. *Research in Social Sciences and Technology*, 5(2), 22–39. <https://doi.org/10.46303/ressat.05.02.2>
- Lilley, K., Barker, M., & Harris, N. (2015). Exploring the Process of Global Citizen Learning and the Student Mind-Set. *Journal of Studies in International Education*, 19(3), 225–245. <https://doi.org/10.1177/1028315314547822>
- Lindquist, J. (2017). Brokers, channels, infrastructure: moving migrant labor in the Indonesian-

- Malaysian oil palm complex. *Mobilities*, 12(2), 213–226. <https://doi.org/10.1080/17450101.2017.1292778>
- Lindquist, J. (2018). Reassembling Indonesian Migration: Biometric Technology and the Licensing of Informal Labour Brokers. *Ethnos*, 83(5), 832–849. <https://doi.org/10.1080/00141844.2017.1364780>
- Lyons, K. (2017). Women, Migration and Social Work. *Affilia - Journal of Women and Social Work*, 32(2), 243–246. <https://doi.org/10.1177/0886109917702086>
- Malone, M. (2020). Teaching critical physical geography. *Journal of Geography in Higher Education*, 00(00), 1–14. <https://doi.org/10.1080/03098265.2020.1847051>
- Masud, M. M. H. (2020). International Student Migration and Polymedia: The Use of Communication Media by Bangladeshi Students in Germany. *Research in Social Sciences and Technology*, 5(3), 95–110. <https://doi.org/10.46303/ressat.05.03.5>
- Mitchell, D. (2016). Geography teachers and curriculum making in “changing times.” *International Research in Geographical and Environmental Education*, 25(2), 123–133. <https://doi.org/10.1080/10382046.2016.1149338>
- Morales, D. M., Ruggiano, C., Carter, C., Pfeifer, K. J., & Green, K. L. (2020). Disrupting to Sustain: Teacher Preparation Through Innovative Teaching and Learning Practices. *Journal of Culture and Values in Education*, 3(1), 1–20. <https://doi.org/10.46303/jcve.03.01.1>
- Nguyen, T. P. (2018). Education for Sustainable Development in Vietnam: exploring the geography teachers’ perspectives. *International Research in Geographical and Environmental Education*, 27(4), 341–356. <https://doi.org/10.1080/10382046.2017.1366204>
- Newton, J. R., Williams, M. C., & Feeney, D. M. (2020). Implementing non-traditional assessment strategies in teacher preparation: Opportunities and challenges. *Journal of Culture and Values in Education (JCVE)*, 3(1), 39–51. <https://doi.org/10.46303/jcve.03.01.3>
- Oguilve, V., Wen, W., Bowen, E., Abourehab, Y., Bermudez, A., Gaxiola, E., & Castek, J. (2021). Community Making: An Expansive View of Curriculum. *Journal of Curriculum Studies Research*, 3(1), 69-100. <https://doi.org/10.46303/jcsr.2021.8>
- Opoku, F., Serbeh, R., & Amoah, E. G. (2021). Geography education in perspective: an enquiry into Ghanaian senior high school students’ positive and negative attitudes towards geography. *International Research in Geographical and Environmental Education*, 30(1), 39–53. <https://doi.org/10.1080/10382046.2020.1727115>
- Patimo, D. M., & Lucero, Ma. B. A. (2021). Predictors of Success in Advance Higher Education: A Case in Northwest Samar State University, Philippines. *Research in Social Sciences and Technology*, 6(1), 40–52. <https://doi.org/10.46303/ressat.2021.3>
- Pawson, E., Fournier, E., Haigh, M., Muniz, O., Trafford, J., & Vajoczki, S. (2006). Problem-based learning in geography: Towards a critical assessment of its purposes, benefits and risks. *Journal of Geography in Higher Education*, 30(1), 103–116. <https://doi.org/10.1080/03098260500499709>
- Platt, M. (2018). Migration, Moralities and Moratoriums: Female Labour Migrants and the Tensions of Protectionism in Indonesia. *Asian Studies Review*, 42(1), 89–106.

<https://doi.org/10.1080/10357823.2017.1408571>

- Polat, S. (2020). Multidimensional Analysis of the Teaching Process of the Critical Thinking Skills. *Research in Social Sciences and Technology*, 5(2), 134–157. <https://doi.org/10.46303/ressat.05.02.8>
- Raath, S., & Golightly, A. (2017). Geography Education Students' Experiences with a Problem-Based Learning Fieldwork Activity. *Journal of Geography*, 116(5), 217–225. <https://doi.org/10.1080/00221341.2016.1264059>
- Rahmadi, I. F., Hayati, E., & Nursyifa, A. (2020). Comparing Pre-service Civic Education Teachers' TPACK Confidence Across Course Modes. *Research in Social Sciences and Technology*, 5(2), 113–133. <https://doi.org/10.46303/ressat.05.02.7>
- Rother, S. (2017). Indonesian migrant domestic workers in transnational political spaces: agency, gender roles and social class formation. *Journal of Ethnic and Migration Studies*, 43(6), 956–973. <https://doi.org/10.1080/1369183X.2016.1274567>
- Rudolph, J. L., & Horibe, S. (2016). What do we mean by science education for civic engagement? *Journal of Research in Science* Retrieved from <https://onlinelibrary.wiley.com/doi/abs/10.1002/tea.21303>
- Sun, F. R., Pan, L. F., Wan, R. G., Li, H., & Wu, S. J. (2021). Detecting the effect of student engagement in an SVVR school-based course on higher level competence development in elementary schools by SEM. *Interactive Learning Environments*, 29(1), 3–16. <https://doi.org/10.1080/10494820.2018.1558258>
- Sarkadi, & Fadhillah, D. N. (2020). The engagement of learning management on civic education for civic disposition building in senior high school. *Journal of Social Studies Education Research (JSSER)*, 11(3), 134–155.
- Spaan, E., & van Naerssen, T. (2018). Migration decision-making and migration industry in the Indonesia–Malaysia corridor. *Journal of Ethnic and Migration Studies*, 44(4), 680–695. <https://doi.org/10.1080/1369183X.2017.1315523>
- Spronken-Smith, R. (2005). Implementing a problem-based learning approach for teaching research methods in geography. *Journal of Geography in Higher Education*, 29(2), 203–221. <https://doi.org/10.1080/03098260500130403>
- Svobodová, H., Mísařová, D., Durna, R., & Hofmann, E. (2020). Geography Outdoor Education from the Perspective of Czech Teachers, Pupils and Parents. *Journal of Geography*, 119(1), 32–41. <https://doi.org/10.1080/00221341.2019.1694055>
- Szkornik, K. (2017). Teaching and learning on a transnational education programme: opportunities and challenges for flying faculty in Geography and related disciplines. *Journal of Geography in Higher Education*, 41(4), 521–531. <https://doi.org/10.1080/03098265.2017.1337735>
- Thomas, C. L., & Allen, K. (2021). Driving engagement: investigating the influence of emotional intelligence and academic buoyancy on student engagement. *Journal of Further and Higher Education*, 45(1), 107–119. <https://doi.org/10.1080/0309877X.2020.1741520>
- Ullah, A. K. M. A. (2017). Male migration and 'left-behind' women: Bane or boon? *Environment and Urbanization ASIA*, 8(1), 59–73. <https://doi.org/10.1177/0975425316683862>

- Van Overschelde, J., & Piatt, A. (2020). U.S. Every Student Succeeds Act: Negative Impacts on Teaching Out-of-Field. *Research in Educational Policy and Management*, 2(1), 1-22. <https://doi.org/10.46303/repam.02.01.1>
- Watson, E. (2020). #Education: The Potential Impact of Social Media and Hashtag Ideology on the Classroom. *Research in Social Sciences and Technology*, 5(2), 40–56. <https://doi.org/10.46303/ressat.05.02.3>
- Weston, H. (2020). The cultural dimensions of information use: A mixed methods approach to the information use experience of Emiratis in Higher Education. *Journal of Culture and Values in Education*. <https://doi.org/10.46303/jcve.2020.8>
- Williams, R. D., Tooth, S., & Gibson, M. (2017). The sky is the limit: reconstructing physical geography from an aerial perspective. *Journal of Geography in Higher Education*, 41(1), 134–146. <https://doi.org/10.1080/03098265.2016.1241986>
- Winarnita, M., Chan, C., & Butt, L. (2020). Narratives of exile twenty years on: long-term impacts of Indonesia's 1998 violence on transnational Chinese-Indonesian women. *Identities*, 27(2), 191–209. <https://doi.org/10.1080/1070289X.2018.1537639>
- Ye, C., Gao, Y., Yu, J., & He, Y. (2020). Teaching human geography using a couplet game. *Journal of Geography in Higher Education*, 00(00), 1–11. <https://doi.org/10.1080/03098265.2020.1849062>
- Yeung, S. (2010). Problem-Based Learning for Promoting Student Learning in High School Geography. *Journal of Geography*, 109(5), 190–200. <https://doi.org/10.1080/00221341.2010.501112>
- Yin, R. K. (2017). *Case study research and applications: Design and methods*. Los Angeles: SAGE Publications.
- Zid, M, Casmana, A. R., & Hijrawadi, S. N. (2020). The development of international education towards migration abroad by Indonesian women. *Universal Journal of Educational Research*. <https://doi.org/10.13189/ujer.2020.080532>
- Zid, Muhammad, Alkhudri, A. T., Casmana, A. R., & Marini, A. (2020). *Ex Migrant Workers of International Women and Social Entrepreneurship : Study at Kenanga Village in Indramayu Regency in West Java Province in Indonesia*. 29(06), 1855–1861.