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Indonesian Undergraduate Perception on Cased-Based Learning with Blended Learning in EFL Paragraph Writing Skill

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ABSTRACT

Paragraph writing remains one of the most challenging skills for both Indonesian EFL students to acquire and for EFL teachers to instruct. This difficulty is frequently attributed to students' limited vocabulary, insufficient grammatical competence, and challenges in summarizing and paraphrasing. Therefore, the implementation of effective instructional strategies for teaching paragraph writing is urgently needed to address this issue. This study investigates students' perceptions of the implementation of case-based learning (CBL) integrated with blended learning in English as a Foreign Language (EFL) paragraph writing instruction. Employing a mixed-methods approach, quantitative data were gathered through an online questionnaire comprising 31 Likert-scale items distributed across four subscales: motivation, learning process, learning outcomes, and support impact. The motivation subscale included 3 items, while the learning process, learning outcomes, and support impact subscales comprised 12, 6, and 11 items, respectively. Qualitative data were collected through semi-structured interviews to gain deeper insights into the learning experience. The participants of this study were 35 EFL students from the English Department at Muhammadiyah University of Mataram. Quantitative findings indicate that students held positive perceptions of the CBL-blended learning model, highlighting increased motivation, active participation, academic interaction, enhanced paragraph writing skills, critical thinking, creativity, and effective use of technology. The interview data further revealed improvements in student collaboration and communication, as well as greater engagement and comprehension of paragraph writing material. These findings suggest that integrating

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case-based and blended learning approaches holds significant potential for enhancing EFL writing instruction and offer practical implications for educators and policymakers.

Keywords: Paragraph Writing; Blended Learning; Perception; Case-Based Learning

1. Introduction

Writing a paragraph is an essential skill in English as a Foreign Language (EFL) teaching, especially in an academic environment where students are required to express their ideas in an organized and coherent manner. It is through such exercises that both writing proficiency and overall communicative effectiveness can be improved^[1,2]. Paragraph writing serves as the foundational step before mastering other writing skills^[3,4]. Paragraph writing is a fundamental foundation in producing scientific writing, which consists of a set of rules to organize word into a large unit through the organization of ideas, details, and a sense of unity and coherence^[5,6].

Despite its fundamental importance, paragraph writing remains one of the most challenging aspects of English as a Foreign Language (EFL) instruction, particularly for Indonesian undergraduate students. Learners often struggle with organizing their ideas logically, maintaining coherence and cohesion, and constructing appropriate topic sentences that align with the main idea of the paragraph^[7]. Limited vocabulary, inadequate grammar proficiency, and difficulties in summarizing and paraphrasing^[8,9]. Additionally, students tend to focus more on sentence-level accuracy than on paragraph-level organization, which results in fragmented ideas and disjointed content^[10]. In response to these challenges, Case-Based Learning (CBL) has been proposed as one of the alternative instructional methods to support writing development. By engaging students in authentic, context-rich scenarios that require problem-solving and analysis, CBL can promote critical thinking, enhance paragraph structure, and foster meaningful learning experiences that directly relate to real-world communication needs.

The case-based learning is an instructional approach that places students in real or hypothetical situations that demand analysis and problem solving^[11]. This method improves critical thinking skills and communication skills, making learning more motivating and engaging^[12,13]. Case-based learning can develop problem-solving skills and learn-

ing motivation of students^[14]. CBL helps students improve academic performance and teamwork^[15-17]. This approach improves comprehensive ability and teaching satisfaction^[18], and it also allows students to be more active in the learning process by exploring solutions and participating in in-depth context-based discussions^[19]. To maximize its effectiveness, case-based learning can be integrated within a blended learning environment, which combines the strengths of both face-to-face and online instruction to support more flexible and student-centered learning experiences.

The blended learning is a learning model that combines face-to-face learning with the use of digital technology to create a more flexible and effective learning experience^[20,21]. Blended learning help students improve learning outcomes, promotes engagement and interaction among students and create more learner-centered among students^[22,23]. In English as a foreign language writing instruction, blended learning provides opportunities for students to access additional materials, receive online feedback, and practice writing in a more dynamic environment^[20,23]. The integration of case-based learning in blended learning can increase student engagement by allowing them to interact with the learning materials more deeply, both in person and through digital platforms^[24]. The combination of these two approaches is expected to improve students' understanding in composing effective paragraphs and develop their critical thinking skills in an academic context.

As previously mentioned, CBL is empirically proven to be able to enhance students critical thinking and students writing skill in English as foreign language. According to Ali, et al.^[25], this method allows students to understand the structure of writing more deeply through analytical thinking skills and solving real situation-based problems. In addition, research conducted by Dewi and Rahayu^[11] showed that this approach can improve students' critical thinking, collaboration with peers, and problem-solving abilities, which are important aspects in writing academic paragraphs. Another study by Silaban and Wuriyani^[26] found that students who

learnt using case-based learning showed significant improvement in the coherence and cohesion of their writing compared to conventional learning methods. Furthermore, Majendra, Ulfiyani, and Ulumuddin^[27] added that this approach also contributes to increasing students' learning motivation as they feel more involved in the learning process that is relevant to real life.

The combination of case-based learning with blended learning has gained attention in recent research, although it still requires further study. According to Majendra, Ulfiyani, and Ulumuddin^[27], the integration of these two methods can strengthen students' understanding of the concepts taught as they have the opportunity to analyse cases in a more flexible learning environment. Alrouji^[28] found that students who learnt with this approach showed improvement in their writing skills due to more intensive interaction between live case discussions and access to online materials. Muhtia, Suparno, and Sumardi^[29] revealed that the use of blended learning in case-based learning helped students organise ideas and draft more structured paragraphs. In addition, Sumbayak, Saragih, and Natalia^[30] emphasise that the effectiveness of this combination depends on proper learning design and adequate technological support for students to maximise their potential in developing academic writing skills.

The case-based learning and blended learning studies have shown their effectiveness in improving students' writing skills, but there is limited research that examines the integration of these two methods in the context of learning English as a foreign language^[31]. Most studies focus more on the effectiveness of each method separately without exploring how the combination of the two can complement each other in improving students' coherence, cohesion and engagement in writing academic paragraphs^[32]. In addition, there are still few studies that specifically identify the challenges students face in implementing case-based learning in a blended learning environment. This study is needed to fill the research gap by analysing in depth how students' perceptions of this combination of methods can contribute to the improvement of their writing skills. Therefore, this study focuses merely on exploring students' perceptions regarding the integration of case-based learning in order to gain deeper insight into how this combined approach influences their writing skill development.

This study aims to analyse Indonesian students' perceptions of the application of case-based learning combined with blended learning in improving paragraph writing skills in English as a foreign language. Specifically, it seeks to identify the extent to which the combination of methods can facilitate students' understanding of paragraph structure and organisation, enhance their engagement in the learning process, as well as overcome challenges that arise in its implementation. In addition, this study also aims to explore the factors that influence the effectiveness of this approach in supporting the development of students' academic writing skills. The results of this study are expected to provide insights for educators in designing more innovative and effective learning strategies in teaching English writing.

2. Literature Review

2.1. CBL in English Language Learning

Case-Based Learning (CBL) is a pedagogical approach that emphasizes the use of real-life scenarios and collaborative problem-solving to engage learners in the application of knowledge. Grounded in constructivist learning theory, CBL encourages learners to construct meaning through active exploration of authentic contexts. It draws on principles of situated cognition, which posits that knowledge is most effectively acquired and retained when learned in meaningful, context-rich situations, and collaborative learning, which underscores the value of social interaction and peer engagement in constructing understanding^[33]. In the context of language education, CBL has emerged as an innovative method for promoting deeper engagement, critical thinking, and the contextual use of language. The integration of prior knowledge into case-based scenarios enables learners to connect abstract language concepts with real-world applications, enhancing both motivation and comprehension.

The theoretical underpinnings of CBL find strong resonance in English as a Foreign Language (EFL) instruction, particularly in the teaching of writing. By incorporating case studies that simulate authentic communication tasks, students are given opportunities to engage in higher-order thinking and language analysis. Diao^[34] asserts that CBL enhances student engagement and language retention by fostering interaction with meaningful linguistic content. Similarly, Bekele

Sime, Gencha, and Olamo^[4] demonstrate that case-based approaches in literature and cultural studies enable learners to analyze language use in diverse contexts, fostering deeper understanding and textual interpretation. These applications align with experiential learning theory^[16], which emphasizes learning through direct experience and reflective observation. In writing classes, CBL encourages learners to interpret texts, develop arguments, and articulate ideas with clarity and coherence, all crucial components of academic writing in EFL settings.

The impact of CBL on learning outcomes has been well documented in recent studies. According to Dewi, et al.^[35], the approach enhances learners' critical thinking skills and promotes active participation, two essential competencies for academic success in EFL learning. Furthermore, personalized learning becomes possible as students relate case scenarios to their own lived experiences, thereby increasing engagement and intrinsic motivation. Despite these benefits, challenges remain in implementing CBL effectively. These include the need for instructors to design cases that are pedagogically sound, culturally relevant, and appropriately challenging, as well as ensuring equitable participation in group-based tasks. Without careful scaffolding, there is a risk that learning objectives may not be fully achieved. Therefore, successful implementation of CBL in EFL writing instruction requires thoughtful planning, reflective facilitation, and ongoing support to maximize its pedagogical potential.

2.2. Blended Learning in EFL Paragraph Writing Instruction

Blended learning has become a prominent pedagogical approach in EFL writing instruction, particularly in response to recent global educational disruptions and the increasing need for flexible learning models. This approach combines conventional face-to-face teaching with digital or online learning components, providing a more engaging and responsive environment for language learners. Bekele Sime, Gencha, and Olamo^[4] found that blended learning contributes significantly to students' writing performance, particularly in areas such as grammar, vocabulary, and structural organization. In a similar vein, Handoko and Ayumi^[36] demonstrated that blended learning environment offers technical and psychological aspects of writing. Students can

access learning materials and undertake the writing process online without time and space. Students can also benefit from a face-to-face meeting, including feedback and motivation from lecturers. Moreover, students generally show favorable attitudes toward blended learning, often recognizing its ability to foster deeper engagement, autonomy, and collaborative learning^[37].

The effectiveness of blended learning in writing instruction is influenced by a range of contextual and instructional factors. Wang and Kew^[38] emphasized that both the sense of learning community and the relevance of subject matter are positively associated with improved writing outcomes in blended environments. These factors shape learners' motivation and sustained engagement with writing tasks, which are particularly crucial in second language learning. Additionally, Hassan, Madarina Abdul Rahman, and Nazri Latiff Azmi^[20] stressed that the integration of online resources must be carefully aligned with in-person classroom activities to achieve optimal learning gains. When thoughtfully implemented, the hybrid model enables instructors to scaffold instruction effectively while allowing students to revisit learning materials, engage in peer collaboration, and receive timely feedback conditions that are essential for the development of paragraph-level writing competence.

Student perceptions play a critical role in determining the success of blended learning, particularly in EFL writing contexts. According to Sumbayak, Saragih, and Natalia^[30], students perceive blended learning as a motivating and enriching approach that enhances their writing skills by offering greater opportunities for practice, reflection, and feedback. The supportive and flexible environment created by the blended model encourages collaboration and active participation, which are vital for writing development. However, despite these advantages, certain challenges persist. These include the need for adequate instructor training, technological infrastructure, and the thoughtful integration of digital tools into traditional curricula. Without addressing these foundational requirements, the full potential of blended learning in supporting EFL writing instruction particularly in paragraph writing may not be fully realized.

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2.3. Developing Paragraph Writing Skills in EFL and Its Relationship to Learning Strategies

In English as a Foreign Language (EFL) context, paragraph writing requires learners to master essential elements such as coherence, cohesion, and unity to produce well-structured texts. Coherence refers to the logical flow of ideas, while cohesion involves the appropriate use of linguistic devices to link sentences and ideas, and unity ensures that each paragraph focuses on a single central theme^[39]. These aspects are particularly important in academic writing, where clarity and organization are key indicators of communicative competence. According to Fareed, Ashraf, and Bilal^[7], many EFL learners struggle to express their ideas in a cohesive manner due to inadequate understanding of paragraph organization. Nation^[40] further asserts that writing development in EFL should follow structured stages, from idea generation and outlining to drafting and revising, emphasizing the gradual acquisition of rhetorical and linguistic conventions. Therefore, successful paragraph writing instruction must integrate these theoretical stages while also addressing the linguistic and cognitive needs of learners.

Indonesian EFL learners frequently encounter challenges in paragraph writing, including difficulties in grammatical accuracy, idea development, and composing effective topic sentences. Research by Ningrum, et al.^[41] revealed that students often fail to maintain grammatical consistency and struggle with developing arguments logically within a paragraph. Similarly, Aldabbus and Almansouri^[42] found that students' inability to construct topic sentences often led

to disorganized paragraphs and weak thesis support. These challenges are exacerbated by limited vocabulary and insufficient exposure to models of good writing. Additionally, students struggle with grammar, writing organization, vocabulary, punctuation, spelling, and coherence^[43,44]. Such findings underscore the importance of targeted instruction and continuous feedback to help students internalize paragraph structures and improve their writing proficiency.

To address these challenges, various pedagogical interventions have been implemented to enhance EFL learners' paragraph writing skills. One such approach is Case-Based Learning (CBL), which provides students with authentic scenarios that stimulate critical thinking and contextualized writing tasks^[12]. Additionally, the use of blended feedback combining face-to-face and digital responses has also been shown to improve students' ability to revise drafts and incorporate feedback meaningfully^[45]. Furthermore, scaffolding strategies that guide learners through pre-writing, drafting, and revising stages foster writing fluency and confidence^[46]. These interventions demonstrate that with proper instructional design and support, EFL learners can overcome writing difficulties and significantly improve their paragraph writing competence.

2.4. Integrating Case-Based Learning: Opportunities and Challenges

The integration of Case-Based Learning (CBL) with Blended Learning (BL) has emerged as a promising pedagogical innovation aimed at enhancing 21st-century skills among students. Combining the contextual depth of CBL with the flexibility of BL enables learners to apply theoretical concepts to real-world scenarios in both synchronous and asynchronous environments. Ali, et al.^[25] emphasize that students engaged in case-based instruction within a blended framework demonstrate stronger critical thinking and problem-solving competencies. Similarly, studies such as the "Evaluation of Case-Based Combined with Traditional Teaching in Blended Contexts"^[47] underscore the effectiveness of this hybrid model in promoting deeper learning and reflective engagement. The convergence of these methods supports authentic learning experiences that are learner-centered and inquiry driven essential for language acquisition and academic success in EFL settings.

In addition to pedagogical benefits, technological advancements have significantly contributed to the viability of integrating CBL and BL. For example, artificial intelligence (AI) and virtual reality tools embedded in blended learning platforms allow for personalized, immersive, and interactive learning experiences^[48]. These tools facilitate real-time feedback, simulation-based case work, and flexible pacing, which cater to various learning styles. Wadowski, et al.^[49] also argue that blended learning fosters accessibility and flexibility, particularly for students managing different academic loads or geographic constraints. By enabling learners to navigate course material at their own pace, the integration of technology with case-based pedagogy promotes autonomy and sustained engagement, which are particularly beneficial in writing-intensive courses such as EFL paragraph development.

Despite its potential, the integration of CBL with BL is not without challenges. One major concern is digital inequity; students from under-resourced backgrounds often face barriers such as limited internet access and inadequate technological infrastructure, which can exclude them from full participation^[48]. Furthermore, the success of this hybrid model depends heavily on instructor readiness. Many educators experience increased workload and a steep learning curve when transitioning to blended instruction, necessitating comprehensive training and institutional support^[48]. Another persistent issue is maintaining learner engagement in asynchronous formats. Without consistent interaction and motivation strategies, students may become disengaged or passive participants. Addressing these barriers is critical to realizing the full educational benefits of integrating CBL and BL, particularly in inclusive and diverse EFL contexts.

3. Methods

3.1. Research Design

This research uses a mixed-methods approach with an explanatory sequential design as proposed by Creswell^[50]. This design consists of two main stages, namely collecting and analyzing quantitative data first, which is then followed by collecting and analyzing qualitative data. The main purpose of using this design is to provide a more in-depth explanation of quantitative findings through qualitative data. In the context of this study, the quantitative data served as the

basis for formulating the interview guidelines and assisted in the overall interpretation of the results.

3.2. Sample and Data Collection

The participants in this study were 35 third-semester undergraduate students enrolled in the English Education Study Program at Universitas Muhammadiyah Mataram. Their average age was approximately 20 years, and all were familiar with paragraph writing courses. The sample included both male and female students and reflected diverse academic backgrounds and writing proficiency levels. This study involved 35 participants, which aligns with Creswell's^[51] suggestion that 30–40 participants are acceptable for small scale mixed method exploratory research. Quantitative data were collected through an online questionnaire designed to capture students' perceptions of the implementation of case-based learning combined with blended learning in a paragraph writing course. The questionnaire consisted of 31 statement items rated using a four-point Likert scale, with response options ranging from strongly agree (5) to strongly disagree (1). This scale was selected to encourage students to express clear opinions and to minimize neutral or non-committal responses. The items were grouped into four subscales to assess different aspects of the learning experience: motivation (e.g., engagement and interest in the course), learning process (e.g., instructional flow and interactivity), learning impact (e.g., improvement in writing skills), and mentoring impact (e.g., support provided by the instructor). To ensure clarity and cultural appropriateness, the questionnaire was written in Bahasa Indonesia—the national and first language of the participants.

The distribution of the questionnaire followed a systematic and ethical procedure to ensure accessibility, informed consent, and a high response rate. The finalized questionnaire was uploaded to the Google Forms platform, which enabled efficient online distribution and automatic data collection. A link to the form was shared with students through official communication channels, including institutional email, WhatsApp class groups, and the course's Learning Management System (LMS). Prior to completing the questionnaire, participants were presented with a brief overview of the study's objectives, instructions for completing the form, and an informed consent statement. Participation was entirely voluntary and anonymous. The form remained accessible

for a two-week period, during which two reminder messages were sent to encourage timely responses. At the end of the collection period, the responses were exported into a spreadsheet format for further statistical analysis.

To complement the quantitative findings and gain deeper insights, qualitative data were collected through semi-structured interviews with a purposive sample of participants. Interviewees were selected based on demographic diversity and varied questionnaire responses to ensure a wide range of perspectives. Students who agreed to participate were scheduled for one-on-one interviews conducted via Zoom or Google Meet, depending on their availability. Each interview lasted approximately 30–45 minutes and followed a guided protocol aligned with the four questionnaire subscales. Participants were asked open-ended questions to elaborate on their learning experiences, perceptions of instructional methods, and suggestions for improvement. All interviews were conducted in Bahasa Indonesia, with participants' consent for audio recording. The recordings were transcribed verbatim and used to triangulate and enrich the interpretation of the quantitative data.

Qualitative data obtained from semi-structured interviews were analyzed using thematic analysis, following the six-phase framework proposed by Braun and Clarke^[52]. First, all interview transcripts were read multiple times to ensure familiarization with the content. Next, initial codes were generated based on recurring phrases, expressions, and ideas. In the third phase, these codes were organized into broader categories to form potential themes aligned with the research objectives. The themes were then reviewed for consistency and relevance, refined for clarity, and finally defined and named. To ensure the credibility of the analysis, peer debriefing was conducted among two members of the research team, and all coding decisions were documented in a codebook to maintain transparency. The qualitative findings were used to triangulate and contextualize the quantitative data results. The interviews aimed to dig deeper into students' experiences and views on the implementation of case-based learning in a blended learning context. Interviews were conducted in Bahasa Indonesia to ensure that participants could express their opinions freely without language barriers. The whole interview process was audio-recorded (with participants' consent), then transcribed for data analysis purposes.

3.3. Analyzing of Data

Quantitative data obtained from the questionnaire were analyzed statistically to calculate the average value of each item and subscale. The results of this analysis provide an overview of student perceptions of the implementation of case-based learning models in blended learning settings. Meanwhile, qualitative data from the interviews were analyzed using thematic analysis techniques. Interview transcripts were read repeatedly and coded to identify patterns and themes that emerged related to students' experiences. This stage of analysis aims to expand and clarify the quantitative findings, as well as provide a richer narrative of how and why students have certain perceptions of the implementation of the learning model. The integration of these two types of data allows for a more comprehensive understanding of the research problem.

4. Results

In this section, the results of the research on Indonesian students' perceptions of case-based learning in paragraph writing skills in EFL contexts implemented through blended learning are presented. This section presents a discussion of the findings obtained from the questionnaire and interview. The discussion begins with an analysis of the questionnaire survey results, followed by a discussion of the interview findings.

4.1. Finding from Questionnaire

4.1.1. Motivation

Learning motivation is a key factor in the success of the learning process, especially in the context of case-based learning. This learning model is designed to actively involve students in the process of analyzing and solving problems, so it is expected to increase their motivation in learning. With direct involvement in identifying information, proposing arguments, and working collaboratively in groups, students are expected to be more encouraged to understand the material in depth and develop critical thinking skills. To further understand the impact of case-based learning model on students' motivation, **Table 1** shows the result related to the motivation variables.

Table 1 presents the data to show that the case-based

learning model with blended learning significantly increases students' motivation. The first statement obtained an average score of 4.16, indicating that students strongly agreed that this model increased their motivation through involvement in analysis and argumentation to solve the case. The second statement received an average score of 4.07, indicating that students strongly agreed that the model encouraged them to

actively identify information and facts in group discussions. In addition, the third statement showed an average score of 4.14, confirming that case-based learning with blended learning can increase students' curiosity. These results indicate that this approach not only helps students understand the material better but also increases their interest and engagement in learning.

Table 1. Motivation variable.

No	Statement	Average	Category
1	The Cased-Based Learning model with blended learning increases learning motivation because students are involved in analysis and argumentation in solving cases to find solutions and take appropriate action.	4.16	Strongly Agree
2	The Cased-Based Learning with blended learning model encourages students to identify information and facts in cases presented by lecturers and discuss them in collaborative groups.	4.07	Strongly Agree
3	The Cased-Based Learning model with blended learning increases students' curiosity.	4.14	Strongly Agree

4.1.2. Learning Process

An effective learning process depends not only on the material presented, but also on the method used to present the material. The case-based learning model with blended learning offers a student-centered approach, where they not only passively receive information but also actively participate in understanding and applying the concepts learned. This approach allows a more dynamic interaction between students and lecturers and encourages cooperation in problem solving. To assess the effectiveness of the case-based learning model in supporting the learning process, an analysis was conducted on the learning process variables presented in **Table 2** below.

Table 2 indicates that the case-based learning model with blended learning is effective in increasing students' involvement in the learning process. Students agree that this approach emphasizes student-based learning (3.75) and the

role of lecturers as facilitators (3.45). In addition, this model encourages active interaction between students and lecturers (3.55) and collaboration in learning (3.60). The use of blended learning is also recognized as helping students in completing assignments as they have enough time to find solutions to the cases discussed (3.50). Furthermore, this model significantly helped students in understanding the concept of academic writing (4.25), essay structure (4.25), and improving critical writing skills (4.0). In addition, students agreed that the model encouraged active participation in discussions (4.0) and emphasized the value of process in assessment (3.7). Aspects of assessment were also considered relevant to the topic studied (5.0), and the duration of task completion was rated as sufficient (4.25). Overall, the findings indicate that the case-based learning model with blended learning not only supports the understanding of academic concepts but also enhances students' engagement in the learning process more actively and independently.

Table 2. Learning Process variable.

No	Statements	Average	Category
1	Emphasizing student-based learning	3.75	Agree
2	Lecturer as a facilitator in the learning process	3.45	agree
3	Encouraging students to interact directly with lecturers through discussion and question and answer.	3.55	agree
4	Encouraging collaboration between students and lecturers	3.60	agree
5	Using blended learning encourages students to complete the assigned tasks because they have enough opportunities to find solutions to the cases discussed.	3.50	agree
6	The Cased-Based Learning model directs students to understand the concept of academic writing.	4.25	Strongly agree
7	The Cased-Based Learning model directs students to understand the structure of essay writing.	4.25	Strongly agree
8	The Cased-Based Learning model directs students to improve their critical writing skills.	4.0	agree
9	The Cased-Based Learning model directs students to actively participate in discussions and ask questions about the topics discussed.	4.0	agree
10	Learning model prioritizes process value in every assessment	3.7	agree
11	The assessment is given according to the topic being studied	5.0	Strongly agree
12	The duration of time to complete the task is sufficient	4.25	Strongly agree

4.1.3. Learning Impact

The case-based learning focuses not only on the learning process, but also on the resulting impact on students' understanding and skills. Learning impact is an important aspect in assessing the effectiveness of a learning model, especially in courses that demand concept understanding and

critical thinking skills, such as paragraph writing. Therefore, an evaluation of the impact of the case-based learning model is conducted to determine the extent to which this method contributes to improving students' understanding in paragraph writing. **Table 3** below presents the results of the analysis related to learning impact variables.

Table 3. Learning impact variable.

No	Statements	Average	Category
1	Improving students' understanding of the concept of paragraph writing	4.25	Strongly Agree
2	Improving the ability to understand the concepts, types and structures of paragraph writing	4.25	Strongly agree
3	The Cased-Based Learning model improves student learning outcomes	5.0	Strongly agree
4	The Cased-Based Learning improves students' critical thinking skills in paragraph writing.	3.75	agree
5	The Cased-Based Learning model has been applied well in paragraph writing courses.	4.75	Strongly agree
6	Improving students' understanding of Cased-Based Learning of learning steps	3.2	agree

Table 3 shows that the case-based learning with blended learning model generally has a positive impact on students' understanding and skills in academic writing. Students strongly agreed that this method improved their understanding of the concept of academic writing as well as their ability to understand the concepts, types, and structure of academic writing (4.25). In addition, this model significantly improved students' learning outcomes (5.0) and was well implemented in the paragraph writing course (4.75). In terms of critical thinking skills in academic writing, students agreed with the effectiveness of this model (3.75). However, students' understanding of the stages of case-based learning still needs to be improved (3.2). Overall, these findings indicate that case-based learning with blended learning is able to make a meaningful contribution in improving students' understanding and skills in paragraph writing, although there is still room for strengthening understanding related to the steps of case-based learning itself.

4.1.4. Accompaniment Impact

Accompaniment in the learning process has a significant impact on the development of various student skills, especially in the application of the case-based learning (CBL) model. This model focuses not only on conceptual understanding but also on strengthening cognitive, social, and technological skills that support independent and collaborative learning^[53]. **Table 4** below presents findings related to the impact of accompaniment in case-based learning on various aspects of student skills.

Table 4 shows that students strongly agreed that case-based learning improved their understanding of CBL learn-

ing steps (4.5) and increased their confidence in presenting investigation results (4.5). In addition, students' collaboration skills also increased significantly (4.25). Meanwhile, problem-solving skills (3.45) and critical thinking in expressing ideas according to the given case (3.0) are still in the agree category, indicating that this aspect requires further strengthening. Students also agreed that this model increased self-efficacy (3.75), engagement in learning (4.0), and creativity (4.0). In addition, the use of Learning Management System (LMS) in case-based learning also contributed to the improvement of students' ability to utilize technology (4.0 and 3.75). Students' communication skills were also perceived as improving quite well (3.75). Overall, the findings indicate that mentoring in CBL model significantly contributes to self-confidence, collaboration skills, as well as technology utilization in learning, although strengthening in critical thinking and problem solving is still needed.

4.2. Findings from the Interview

The question set for the interview was guided by the dimension of the students' perceptions of the implementation of Case-Based Learning in Paragraph Writing with blended learning including learning atmosphere, interaction with lecturers, effectiveness of teaching methods, and achievement of learning outcomes. The interview used Bahasa Indonesia to facilitate students to express themselves freely without any obstacles. To analyse the data, thematic analysis was conducted. **Table 5** presents the distribution of the questions on students' perception of Case-Based Learning with blended learning.

Table 4. Accompaniment impact variable.

No.	Statements	Average	Category
1	Improving students' understanding of CBL learning steps	4.5	Strongly Agree
2	Increasing student confidence by presenting the results of investigations	4.5	Strongly agree
3	Improving students' collaboration skills	4.25	Strongly agree
4	Improving students' problem-solving skills	3.45	agree
5	Improving critical thinking skills, express ideas according to the case	3.0	agree
6	Improving students' self-efficacy	3.75	agree
7	Increasing student engagement in learning	4.0	agree
8	The Cased-Based Learning enhances students' creativity	4.0	agree
9	Improving the ability to use technology by using the LMS system in the learning process	4.0	agree
10	Improving the ability to use technology by using the LMS system in the learning process	3.75	agree
11	Improving communication skills	3.75	agree

Table 5. Categories of questions in the interview on students' perception of case-based learning in paragraph writing.

No	Core Dimension	Question
1	Learning Atmosphere and Activities	How do you perceive the learning atmosphere and writing activities?
2	Time Allocation	How is time allocation in learning?
3	Lecturer's Teaching Method	How do lecturers teach in class?
4	Learning Materials	How is the material presented in the lesson?
5	Lecturer and Student Interaction	What is the interaction between lecturers and students? What is the role of the lecturer in the classroom?
6	Ease of Understanding the Material	Is the Paragraph Writing material easy to understand?
7	Writing Activity and Lecturer Control	How is the writing activity in class? Does the lecturer go around to control the learning?
8	Learning Achievement	Was the learning impact achieved?
9	Interest in Taking the Course	Are you interested in taking this course next?

4.2.1. Students' Perception of Learning Atmosphere and Writing Activity

In respect to learning atmosphere and activities, the interview data revealed that students gave positive responses to the application of Case-Based Learning (CBL) with blended learning in learning paragraph writing. They stated that this method creates a more supportive learning atmosphere, especially in the context of group learning. Students feel more active in taking roles, so learning becomes more interactive and dynamic. In addition, this approach is considered to be able to improve students' collaboration and communication skills. The evidence can be seen from the following excerpts:

'The learning atmosphere is more supportive using the Case-Based Learning with blended learning method, especially with group learning, all students actively take part, the learning atmosphere is more supportive of all active, improving students' collaboration and communication skills.'

In addition, case-based learning with blended learning also encourages students to think critically in composing paragraphs. Students revealed that they had to formulate opinions based on the cases given and make decisions based

on their own analyses.

As one student stated: 'Students are required to think critically when drafting a paragraph. They express opinions, structure their opinions according to the case and decide based on the case given by the lecturer.'

Furthermore, this method also contributes to the enhancement of students' creativity. One student mentioned that reading the case literature provided by the lecturer gave them new insights.

'Students become more creative. I got a lot of new knowledge from reading the case literature assigned by the lecturer.'

In addition to increasing creativity, case-based learning also fosters students' independence and motivation. By solving a case, they feel more encouraged to learn independently.

'Students become more independent and increase motivation in learning by solving a case.'

4.2.2. Time Allocation in Learning

In terms of time allocation in learning, students consider that time allocation in learning is very influential in

improving their writing skills. With sufficient time for discussion, students can understand the material better and develop more mature ideas in their writing. The evidence is shown in the following excerpt:

‘CBL is able to improve students’ writing skills because the lecturer gives more time for discussion which makes it easier for students to understand the Paragraph Writing material. Many ideas are raised and discussed so as to maximize the results of student writing.’

4.2.3. The Way Lecturers Teach

Concerning the way lecturers teach, students responded positively to the lecturers’ way of teaching. Some students revealed that the lecturer not only delivered the material, but also actively helped students in checking and correcting their writing. It can be observed from the excerpt of student (S1) and student (S2) below:

Lecturers help to check students ‘writing for writing mistakes, monitor students’ writing, and review writing mistakes.’

S1 also added that the conducive learning atmosphere encouraged students to be more active in asking questions when experiencing difficulties:

‘It’s fun, conducive to learning, students are active, if students don’t know they ask the lecturer.’

In addition, S2 considered that the lecturer’s teaching method of giving examples of text models was very helpful in understanding the material:

‘The way the lecturer teaches is good, giving examples of text models makes it easier to understand the material.’

4.2.4. Material Presented

In terms of the material presented, students stated that the materials in the Paragraph Writing learning were developed by the lecturers themselves and accompanied by various text examples. This helps students understand paragraph structure better. The evidence is shown in the following excerpt:

As stated by one of the students: The mate-

rial is developed by the lecturer himself, the lecturer gives many examples of text so that it makes it easier for students to understand the structure of the text discussed. The lecturer offers support when we struggle to grasp the material, even after it has been explained.

4.2.5. Lecturer and Student Interaction

The interaction between lecturers and students is considered very good and communicative. Students feel that learning is not limited only to textbooks, but also linked to various relevant social cases.

As stated by a student: the instructor is incredibly responsive, the explanations, illustrations, and advice on how to make my writing better are really appreciated. Two-way communication interaction between lecturers and students, student-centered approach, enjoyable, learning not only in books, giving examples in social cases, interaction is good, fun, lecturers ask questions students answer.

In addition, the lecturer’s role as a facilitator allows students to be more active in discussions and develop their understanding through case-based learning with blended learning.

‘Lecturers as facilitators in class, students are given the opportunity to discuss a case, and student-centered interaction.’

4.2.6. Ease of Understanding Paragraph Writing Materials

Most students stated that the material taught was easy to understand. The presentation of material accompanied by text examples on each topic is considered very helpful for students in understanding the concepts taught.

As stated by a student: ‘It is easy to understand because examples are given in each topic.’

4.2.7. Writing Activities in the Classroom and the Lecturer’s Role in Controlling Learning

Students confirmed that lecturers actively control the writing process in class. Lecturers go around to check and

give feedback on students' writing.

As stated by a student: 'Yes, controlling. The lecturer goes around checking the students' writing.'

4.2.8. Achievement of Learning Objectives

Students assess that the learning objectives have been achieved well. This can be seen from the academic evaluation results, such as the Final test Examination and mid-term examination scores, which show satisfactory results.

As stated by a student: 'It has been achieved successfully so far, the final and midterm-test results are good.'

4.2.9. Student Interest in Taking the Next Course

Most students expressed interest in taking this course again in the next semester. They feel that although the learning method has helped them in improving their writing skills, there are still aspects that they need to improve further.

As one student stated: 'Interested to join the next course, because we still lack writing skills.'

5. Discussion

The results of this study show that the implementation of Case-Based Learning (CBL) with blended learning in learning paragraph writing in EFL context has a positive impact on students' EFL paragraph writing skills. The quantitative results, supported by data questionnaire, clearly indicate that CBL with blended learning benefits students' motivation, learning process, and learning outcomes. In terms of motivation, students felt more encouraged to learn because they were directly involved in case analysis, group discussion, and argumentation process which increased their curiosity and engagement in learning^[36,54]. The positive motivation and engagement levels may be attributed to the active nature of CBL, where learners work collaboratively to analyze real-life scenarios. This aligns with Gholami, et al.^[14], who found that case-based learning increases students' problem-solving engagement and satisfaction. Similarly, Sapeni and Said^[12] showed that combining CBL with blended models

helps students retain content more meaningfully through flexible access and peer discussion.

In terms of learning process, this method successfully promoted student-centered learning, increased interaction between students and lecturers, and strengthened the understanding of academic concepts, such as the structure and process of essay writing. In addition, the use of blended learning in CBL provides greater flexibility in completing assignments, so that students can develop critical thinking and writing skills in more depth.

Learning impact-wise, CBL is proven to improve students' understanding of academic writing concepts as well as their critical thinking skills in composing paragraphs in a logical and structured manner. Students also recognize that this method helps them to improve their learning outcomes, which is reflected in better academic grades. In addition, mentoring in CBL contributes to students' increased confidence in presenting their analysis results, collaboration skills, and problem-solving abilities^[16]. Improvement in the use of technology through the Learning Management System (LMS) was also noted as one of the benefits of this approach. Thus, CBL not only enriches students' learning experience in academic writing but also equips them with essential skills that are useful in the academic and professional world.

The qualitative data provides more insight into how case-based learning with blended learning affected students' learning experiences and supports the quantitative finding. The positive perception reported by the students highlighted that the learning atmosphere is more supportive using the Case-Based Learning method with blended learning. All students actively take part, the teacher checks and corrects students' writing, which is conducive to learning, students more active, and gives model text. In addition, CBL with blended learning improves students' collaboration, engagement and communication skills, encourages student critical thinking, creativity, independence and motivation. Students also need to consider time allocation to make them understand the material better.

In terms of material created by the lecturer, it makes easier for students to understand the interaction of lecturer and student is very good, communicative, and responsive. They also highlighted that the lecturers giving feedback, the objective of learning have been achieved and they need to take the next course regarding writing.

Despite these positive outcomes, some of students expresses about time allocation and the adequacy of learning materials, which indicate areas for potential improvement in the implementation of teaching and learning writing. Future research could explore strategies for optimizing time management and enhancing the quality and accessibility of blended learning resources to better support students' needs. Furthermore, while the current study focused on paragraph writing skill, future studies could examine the students' perception of CBL with blended learning in academic writing, such as essay writing to gain a broader understanding of its impact on different aspects of writing.

In terms of practical implications, the finding of the study suggests that integrating blended learning in CBL method can be highly effective approach to enhance teaching of writing in EFL contexts. Educators encourage to adopt similar method which emphasize case-based learning, collaborative learning supported by blended learning, as this method help students enhance problem-solving and teamwork.

This study contributes to the existing body of literature by providing empirical evidence on the positive outcome of CBL with blended learning in improving students' paragraph writing in higher education. The significant positive outcome observed after implementing the method underscores the value of incorporating innovative, collaborative, engagement, and student-centered blended learning. However, further research is needed to refine and adapt the method to different educational contexts and to explore its long-term impact on students' writing performance and skill development.

6. Conclusions

This study shows that students perceive the implementation of Case-Based Learning model through blended learning positively in EFL paragraph writing course. Their positive reflection are reflected in four aspects: Motivation, the learning process, learning outcomes, and the accompanying benefit of the learning model. The case-based learning model through blended learning can improve motivation in EFL paragraph writing skills, contributes positively to the improvement of students' engagement and the quality of their writing, especially in language context understanding, critical thinking

ability, paragraph structure and coherence, creativity, and technology use in learning. However, this study has limitations, such as the limited sample that only includes one institution as well as the limited focus on paragraph writing skills. Therefore, generalisation of the findings should be done with caution, and further research is needed with a wider sample as well as exploration of the impact of this method on other genres of writing. The limitation of the study also lies in the measurement of constructs such as critical thinking and creativity, which were based on self-reported perceptions collected through custom-designed questionnaire items. While these provide useful insights into student experiences, they do not replace validated instruments designed to objectively assess such skills. Future research should incorporate established psychometric tools (e.g., the California Critical Thinking Skills Test or Torrance Test of Creative Thinking) to provide more reliable and generalizable findings regarding the development of these competencies. Moreover, students will develop technological proficiency as the learning process integrates blended learning through various learning management systems, including Zoom Meetings, WhatsApp groups, and Google Classroom. It is recommended that lecturers consider using case-based learning to improve students' writing skills and receive training in its implementation. In addition, future research could examine the long-term effectiveness of this method and its impact on other aspects of writing skills, such as argumentation and language style.

Author Contributions

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Conflicts of Interest

The authors declare no conflict of interest.

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