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Case-Based Blended Learning in Catholic Education: Enhancing Critical Thinking toward SDG 4 and SDG 10 in Eastern Indonesia

Evaristus Silitubun*, Mustaji, Dewi Utari

Universitas Negeri Surabaya, Surabaya, Indonesia



DOI : <https://doi.org/10.63230/jocsis.2.3.268>

Sections Info

Article history:

Submitted: March 21, 2026
 Final Revised: May 3, 2026
 Accepted: June 8, 2026
 First Available Online: July 6, 2026
 Publication Date: August 27, 2026

Keywords:

Case Based Blended Learning;
 Catholic Religious Education;
 Critical Thinking;
 Papua;
 Senior High School;
 Quasi-Experiment.

ABSTRACT

Objective: To examine the effectiveness of the Case Based Blended Learning (CB2L) model in improving the critical thinking skills of grade X students in Catholic Religious Education at a senior high school in Jayapura, Papua. This article reports the summative quasi-experimental phase of a broader research and development (R&D) project. **Method:** The study employed a quasi-experimental design using a non-equivalent control group pretest-posttest design involving 60 grade X students. The experimental class was taught using the CB2L model, while the control class received conventional instruction. **Results:** The experimental group achieved a higher posttest score ($M = 82.97$, $SD = 5.31$) than the control group ($M = 69.67$, $SD = 7.25$). The difference was statistically significant, $t = 8.107$, $p < .001$, with a mean difference of 13.30 points. The experimental group also demonstrated a moderate normalized gain ($N\text{-gain} = 0.421$), with mean scores increasing from 58.42 to 81.37. **Novelty:** The novelty of this study lies in the implementation of an integrated Case-Based Blended Learning model in Catholic Religious Education, combining authentic case-based learning with blended learning to foster critical thinking within a faith-based educational context. Unlike previous studies that primarily examined learning outcomes, this research demonstrates how contextual, technology-supported, and value-based learning can simultaneously promote inclusive and equitable quality education (SDG 4) while addressing educational disparities in geographically remote and culturally diverse regions such as Papua, thereby contributing to the achievement of reduced inequalities in education (SDG 10).

INTRODUCTION

Critical thinking has become one of the most important learning outcomes in contemporary education. Students need this competence to interpret information, evaluate arguments, make responsible judgments, and respond to complex social and moral issues. In senior high school, critical thinking becomes more urgent because students face questions of identity, dignity, gender equality, faith, digital culture, and ethical responsibility. These questions do not only ask students to remember concepts. They require students to examine evidence, clarify values, compare alternatives, and justify decisions.

Catholic Religious Education has a strong potential to develop critical thinking because its content often deals with moral reasoning, human dignity, conscience, social responsibility, and the relationship between faith and action. The subject can help students connect doctrine with real life. It can also train students to examine concrete cases through Catholic values and reasoned judgment. However, classroom practice often does not reach this potential. Many religious education classes still rely on explanation, memorization, and teacher-centered discussion. Such instruction may transmit content, but it gives students limited opportunity to analyze cases, test claims, and defend conclusions.

The challenge becomes more specific in Papua. Students in Jayapura live in a multicultural context that contains diverse ethnic, religious, social, and digital experiences. This context requires a learning model that can connect religious education with real situations. It also requires flexible learning because infrastructure, access, and learning habits vary across