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Challenges and Practicalities of Implementing the Case Based Blended Collaborative Learning (CBBCL) Model in Learning in Higher Education and SDGs

Muldiyana[1,2*], Mustaji[1], Utari Dewi[1], Andi Tenri Sua[2]

[1]State University of Surabaya, Surabaya, Indonesia
[2]Universitas Muhammadiyah Bone, Bone, Indonesia

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ABSTRACT

Objective: *To apply a case-based blended collaborative learning (CBBCL) model in higher education and examines the implementation difficulties. This research explores two research questions regarding the implementation of CBBCL model: (1) what are the challenges, and (2) how practical it is perceived by lecturers and students.* ***Method:*** *A descriptive quantitative study using data from 30 lecturers and 60 undergraduate students implementing the CBBCL paradigm in courses. Data were collected using two structured questionnaires utilizing a five-point Likert scale, which were analyzed through descriptive statistics, namely mean scores, frequencies, percentages, and standard deviations.* ***Results:*** *Lecturers considered the model very practical, with an overall mean of 4.12, while students considered it practical, with a mean score of 3.81. The preparation of learning materials was given the highest score (mean 4.73) by instructors and case-based group discussions by students as those having the greatest potential to improve understanding (4.37). Equal degree of engagement among group members (lecturers = 2.87; students = 2.93) and collaborative evaluation (students = 2.83) were given the lowest ratings by both cohorts.* ***Novelty:*** *The findings indicate that the CBBCL paradigm has feasibility and usability in higher education, and this study is among the first to examine the practicality of integrating case-based, blended, and collaborative learning in a single model from both lecturer and student perspectives.*

INTRODUCTION

The rapid embrace of digital transformation in higher education now means that it has radically changed how teaching & learning take place around the world. Universities are increasingly challenged to deliver graduates equipped with not only specialized knowledge but also skills needed for complex, technology-embedded environments. Global frameworks for twenty-first century education seldom list critical thinking, communication, cooperation and collaboration, creativity and digital literacy among the key competencies for graduates (Dumbuya, 2024; Greenwood, 2025). Therefore, it is advised that teach colleges need utilize innovative pedagogy which engages students in authentic agreelearning practices rather than to relying solely on the traditional teacher-centered practice. This shift has arguably been accelerated by the proliferation of digital technology and Learning Management Systems (LMS) that support various types of blended learning environments that combine in-person with electronic learning (Chand,

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