

Case Study Learning Model to Improve 6C Competencies through Short Story Text Learning in Middle Schools

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ABSTRACT

This study aims to examine and develop a case-study learning model to improve 6C competency by implementing a case-based learning (CBL) model. The problem formulated in this research includes the development, implementation, and feasibility of a case-based learning model to improve students' soft skills in learning to write short stories. By applying an R&D research design and the ADDIE approach, this study took data sources from teachers and junior high school/MT students in District. Change District. Indramayu. The results of this research show that, based on the results of the needs analysis, it is necessary to develop a learning design that can grow and improve the potential of students' soft skills, namely a case study learning design. The development process is conducted by formulating Learning Outcomes (CP), Learning Objective Flow (ATP), and teaching modules. This learning design was implemented in two trial stages: a small scope and a wider scope. The implementation syntax of this case study learning model was simplified to suit the abilities of junior high school students. Overall, this learning design is suitable for use in this field. The results of the trial application of this learning design show that the average ability of students in carrying out the learning process of writing short stories by applying case study-based learning and the average soft skills competency achieved by students after participating in learning by applying case-based learning design is included in the category "Good."

Keywords: Writing Short Stories, Case Studies, Life Skills

I. INTRODUCTION

Today, the development of human civilization has entered the industrial era 4.0, which is marked by advances in information and communication technology. This era produces automation and Artificial Intelligence (Artificial Intelligence), which makes every human job easier but requires special skills and abilities that are different from previous eras. The skills and skills in question are *soft skills* as interpersonal character traits or personality traits that are accepted by society, such as communication, language, a person's habits, friendliness, and optimism that characterize their relationships with other people (Purnami & Rohayati in Montesori, et al., 2023).

Miller and Fullan (Anugerahwati, 2019) detail *soft skills in the 21st century*, including critical thinking skills, collaboration, communication, creativity, *culture* and connectivity. *connectivity*). These skills enable students to interact and collaborate both locally and internationally, which can be applied in real life (Rosmalita, et al., 2021).

Furthermore, (Muliastri, 2020) explains that these skills can provide students with critical thinking, communication, creative thinking, and collaboration skills to face the challenges of the current global era, which is continuously experiencing change, development, and progress.

Soft skills development is a form of new literacy movement that is focused on three main literacies: digital literacy, technological literacy, and human literacy (Aoun: 2017) with the aim of improving

the quality of human resources, which is one of the main capitals for economic, science and technology, and political progress, culture, and national characteristics (Mulyani, et al., 2020).

The importance of these *soft skills* for the development of individual students' attitudes and character requires efforts to implement and internalize them in each individual student in the learning process, including in the Indonesian language learning process, especially in learning the material of writing short stories. Learning to write short stories is an activity of expressing ideas, a productive and expressive activity, so that writers are required to have the ability to use vocabulary, writing systems, language structures, and graphology skills (Pratiwi, 2017). Through this learning activity, each student is accustomed to and required to develop the ability to think, imagine creatively, and productively by expressing their understanding and feelings about an experience or event in the surrounding environment as well as expressing (communicating) it in written form.

Therefore, in implementing short story writing learning, educators are required to be able to choose, determine, and apply appropriate learning models in order to realize the formation and development of students' *soft skill competencies* as expected.

Based on the objectives of learning Indonesian, the learning model that must be implemented places more emphasis on the process than the results, the implication being that "thinking well" is more important than "answering correctly" (Astawa, 2018). One of them is the *Case Based Learning* (CBL) model or case study-based learning. Gwendy (Maer & Hendrayani, 2002) emphasizes that CBL is in line with the philosophy of constructivism, which emphasizes that our knowledge is our own construction (formation). Therefore, knowledge cannot simply be transferred from one person's brain to another person's brain (for example, from teacher to student), but students themselves must "interpret" what has been taught by adapting it to their experience/knowledge.

This CBL model acts as a catalyst for discussion in class, which is implemented by teachers and students who are actively involved in it. It is based on collaboration that is rooted in social constructivism (*social constructivism*) where students construct knowledge by building reasoning from all the knowledge they already have and from everything he obtained as a result of interacting with fellow individuals (LPMPP-UM, 2021).

Referring to this idea, the application of the CBL model has a significant impact on the development of students' *life skills* . Therefore, this research examines the development and implementation of case study-based short story writing learning designs as a constructive-collaborative learning model. Specifically, this study focuses on how the CBL model development process was carried out, how the implementation process was carried out, and how the feasibility of this CBL model was implemented to improve students' *soft skills* .

II. METHOD

Referring to the problem being studied, this study applies the Research and Development (R&D) method, which is used to produce certain products and is used in research that requires analysis and to test the effectiveness of the product so that it can function in a wider scope (Sugiyono, 2021). The use of this method is based on the consideration that the reality of the object under study, namely the development of a case-based learning model to improve students' *soft skills*, is concrete, observable, measurable, and is aimed at answering the problem formulation using concepts and theories as a basis which is also used as a basis for analysis and drawing conclusions.

The data sources or subjects in this research were Indonesian language teachers and SMP/MT students, both public and private, who received learning material for writing short stories referring to the 2022 Merdeka Curriculum in Gantar District, Indramayu Regency.

To obtain the required information and data, the data collection techniques applied in this research were conducted through interviews, unstructured observations, and documentation studies, guided by research instruments. Meanwhile, data analysis was conducted by applying Miles and Huberman's interactive model (Sugiyono, 2021) which is based on the consideration that the data in this research

are attractive because they describe the fundamental relationship between the subject and the processes that occur in that place.

III. RESULTS AND DISCUSSION

Development of Case Study Based Learning Design

Soft skills or life skills refer to a group of personality traits accepted by society, such as communication, language, habits, friendliness, and optimism, which characterize the relationship between an individual and another individual or with a group. In Indonesia, this skill is known as the 6C principle, which includes *character*, *citizenship*, *critical thinking*, *creativity*, *collaboration* and *communication* (Kemdikbud, 2022).

Efforts to grow and improve *soft skills* are receiving a lot of attention in the world of education, especially for students at the basic education unit level, such as junior high school/equivalent, remembering that children's development at this age has the potential for changes in emotions, reasoning power, and enthusiasm, and considerable creativity, respectively. Therefore, the education and learning processes given to them must be designed in such a way as to be able to grow, direct, and improve these *soft skills*, including learning to write short stories as one of the study material units and Indonesian language subjects.

The process of learning to write short stories is a learning process to develop language and literary skills in students, which involves a creative process through stages that will train students to process ideas creatively and produce short story work (Kette, Pratiwi & Sunoto, 2016). Literary appreciation learning helps students in at least four aspects: improving language skills, increasing cultural knowledge, developing creativity and taste, and supporting character formation. The activity of producing short stories involves expressing thoughts, ideas, and feelings in written language. This skill means a lot to students, as long as they take part in educational activities at school. Students can organize their thoughts through writing.

To support the growth, development, and improvement of students' *soft skills* through learning to write short stories, it is necessary to select and apply the appropriate learning strategies or models. One of the learning models in question is a case study-based learning model that involves guided investigation and is based on constructivism, in which students form new meanings through their interactions with real knowledge and their environment (Winata, 2023). The development of the case-based learning model implemented in this research adopts the ADDIE approach, which consists of several stages: (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation (Januszewski, 2010).

At the analysis stage, this research seeks to identify and explore students' learning needs to write short stories so that the potential *soft skills* they have can be built and improved. As a result of the analysis of students' learning needs, it is known that the learning strategies implemented so far are generally dominated by learning methods that place more emphasis on students' cognitive development, where teachers explain the subject matter more often. However, on several occasions, students were directed to practice the material they had learned through assignments given by the teacher. This indicates that not many of the learning processes carried out so far have implemented the CBL model, with only approximately 66.7% of SMP/MTs. applied a case-based learning model. Likewise, students' skills in studying, analyzing, and testing new information related to subject matter only reached 66.7% (Table 1).

Table 1. Application of Case Study Based Learning and Students' Ability to Study, Analyze, and Test Information

No.	Aspect	Percentage (%)
1.	Application of case study based learning	66.7
2.	Students are skilled at reviewing, analyzing and testing information related to a subject matter	66.7

Meanwhile, in terms of *soft skills*, creative and innovative powers have not yet been mastered by many students. This is shown by only 66.7% of students in local schools who have sufficient creative and innovative abilities. The same thing can be seen in digital technology literacy competency, which was only 66.7%. Even from the aspect of initiative in adapting and increasing knowledge and social skills, it was still very weak, at only 33.3% (Table 2).

Table 2 Pillars of *Soft Skills* Possessed by Students

No.	Aspect	Percentage (%)
1.	Quite high skills in creating and innovating in learning	66.7
2.	Accustomed to solving every problem encountered related to a topic in the learning process	66.7
4.	Have literacy competence in using digital technology adequately to increase knowledge	66.7
5.	Have high initiative in adapting and adding knowledge	33.3
6.	Have good skills in socializing.	33.3

This shows that the pillars of *soft skills* are not yet possessed by many students. This drives the need to develop case study-based learning designs to improve *the soft skills* of SMP/MT students. Thus, it is necessary to develop a case study-based learning design that is expected to trigger and encourage students to reflect on their experiences in solving the problems presented and build their own new knowledge to add to the knowledge they already have.

The development of this learning design begins with mapping Learning Achievements (CP) and learning objective flow (ATP) by referring to the elements of learning outcomes contained in the Independent Learning Curriculum (SK. Kep. BSKAP No. 033/H/KR/2022). The learning objectives formulated include: (1) students know and understand the nature of short stories; (2) students are able to identify the intrinsic elements of short stories; (3) students are able to explore short story ideas from various reading sources, facts/events, or experiences ; (4) students are able to design a short story plot; and (5) students are able to present their creative short stories in written form.

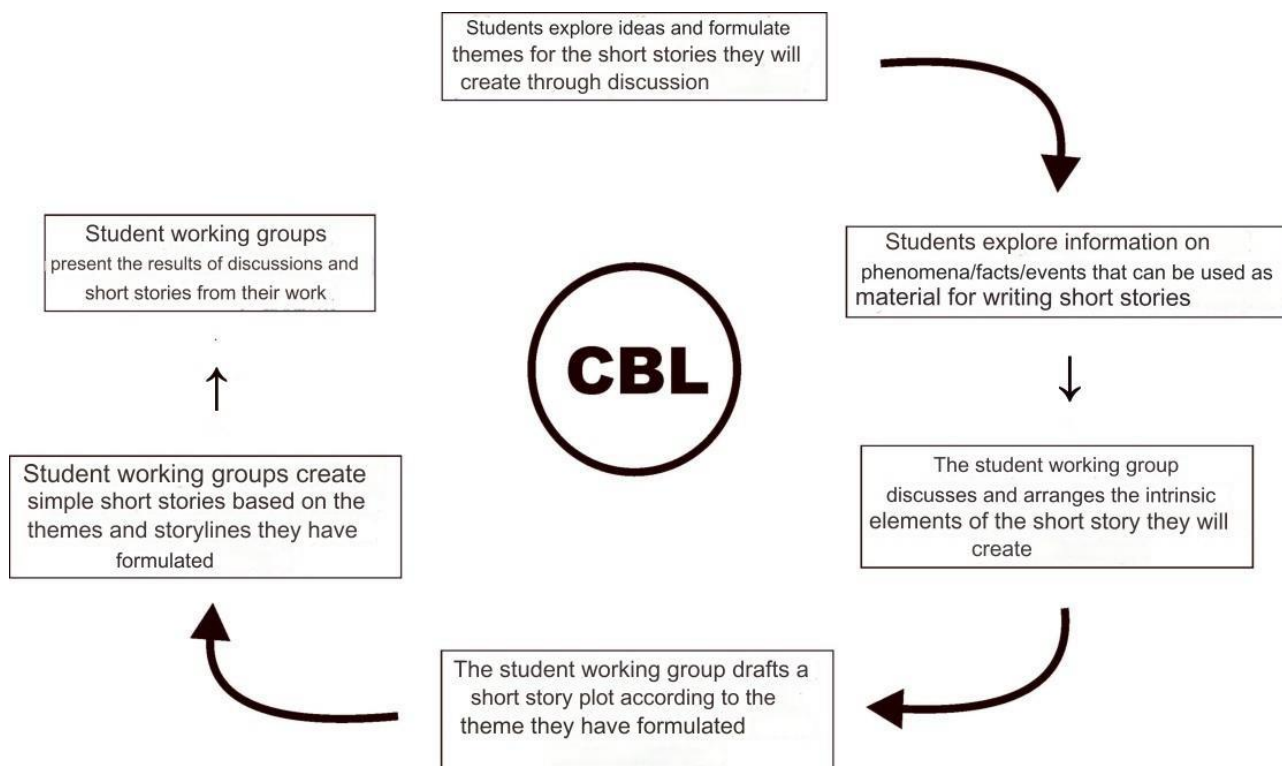


Figure 1. Syntax of learning to write short stories based on case studies
(adapted from Williams model, 2005)

The next step is to develop a case study-based learning design for writing short stories, which in this research adapts Williams' (2005) case study learning model, including: (1) *Case is established* ; (2) *Cases are analyzed by group* ; (3) *Brainstorming* ; (4) *Formulated learning objectives* ; (5) *Disseminating of new findings* ; and (6) *Group shares results* . Referring to Williams' CBL model, the syntax of the entire series of learning activities is formulated as follows: (1) Instruct students to explore information on phenomena/facts/events that can be used as material for writing short stories (*Case is established*); (2) Students explore ideas and formulate themes for the short stories they will create through group discussions (*Case is analyzed by group*); (3) The student working group discusses and arranges the intrinsic elements of the short story they will create (*brainstorming*); (4) The student working group drafts a short story line according to the theme they have formulated as the main learning objective to be achieved (*formulated learning objectives*); (5) Student working groups create simple short stories based on the themes and storylines they have formulated (*Disseminating of new findings*); and (6) Student working groups present the results of discussions and short stories of their work in front of other working groups (*Group shares results*) (Figure 1).

Implementation of Case Study Based Learning Design

The implementation of the case study learning design to improve *soft skills* through learning short story texts in junior high school was conducted twice. The first application was a trial application of the learning design developed to evaluate its strengths and weaknesses by taking the scope of one school. The second application is the application to a wider scope (three schools) as a trial of the feasibility of the learning design being developed.

The learning process was implemented by adapting Williams' (2005) case study learning model, which is simplified and adapted to the capacities of SMP/MT students. Regarding the implementation of the learning process in the first trial, a series of learning steps were performed:

1. Prepare previously prepared learning tools/administration (CP and ATP mapping, teaching modules, and learning evaluation tools) and the necessary learning media and resources.

media used are broadcast media (*infocus*), audio-visual media, multimedia (digital media such as *smartphones*), whiteboards, and their devices. The learning source used was an Indonesian language textbook for Class VIII SMP/MTs. and several reference books on writing short stories.

2. In the preliminary learning activities, the researcher started learning with greetings and prayers, followed by checking students' attendance, providing apperception by briefly reviewing the structure and language of fiction/nonfiction texts, and conveying the learning objectives that are expected to be achieved in the learning process.
3. To stimulate the focus of students' attention and thinking, the researcher asked the question, "What are the intrinsic elements of a story?" With this question, it is hoped that students will begin to focus their thoughts and attention on the concepts, types, structures (parts), and contexts of literary works in the form of stories that they may already know or that they will study.
4. Entering the core learning activities, the process is carried out by adapting the Williams case study learning model (see figure 1).
5. In the closing activity, the researcher appreciated the students' work and the activities they carried out, provided reinforcement for the learning process that the students had gone through, reminded students to re-study the material they had studied, closed the lesson, and invited students to pray.

Based on the evaluation results, it is known that the average ability of students to carry out the short story writing learning process by applying case study-based learning reached 77.4%, which is included in the "good" category. Compared to the achievement of their abilities before participating in the case-based learning process, which reached 73.3%, these students' abilities showed an increase of 4.1% (Table 3).

The increase in students' ability to carry out case study-based learning in learning to write short stories in this first trial can be seen in three indicators: the ability to clarify concepts, search for information from various sources, synthesize information, and make reports. Meanwhile, the indicators for organizing ideas and analyzing cases systematically experienced a significant decline. This is a matter of concern when evaluating the application of case-based learning designs.

Table 3. Students' Ability to Implement
Case-Based Learning Process in the First Trial

No.	Indicator	Achievements (%)	
		Before	After
1.	Clarifying concepts	74.4	90.0
2.	Organize ideas and analyze cases systematically	85.0	56.7
3.	Search for information from various sources	68.3	78.3
4.	Synthesize information and create reports	65.6	84.4
Average		73.3	77.4

Meanwhile, in terms of *soft skills* , the average competency achieved by students was 81.3% in the "very good" category. When compared with their average competency before taking part in this learning, which only reached 64.4 %, it appears that there has been a significant increase, namely 16.9% (Table 4).

Table 4 *Soft Skills Competencies* of Students
on the First Trial

No.	Indicator	Achievements (%)	
		Before	After
1.	Self-direction and responsibility	61.7	90.0

2.	Flexibility and adaptability	55.0	71.7
3.	Social and cross-cultural skills	66.7	83.3
4.	Critical thinking, productive and accountable	76.7	100.0
5.	Information, media and ICT literacy	64.4	82.2
6.	Collaboration and cooperation	66.7	68.3
7.	Communication	60.0	73.3
Average		64.4	81.3

This increase can be seen in seven indicators, namely self-direction and responsibility, flexibility and adaptability, social and cross-cultural skills, critical thinking, productivity, and accountability; information, media, and ICT literacy; collaboration and cooperation; and communication indicators.

Based on the results of the final ability measurement and the results of the evaluation of the learning implementation process during reflection, it was concluded that case-based learning design in short story writing lessons for junior high school students was able to improve students' *soft skills*. Meanwhile, weaknesses were found in the learning implementation process, where *misinterpretation* (misunderstanding) occurred between teachers who instructed students to explore ideas and themes for short story designs from news, stories, or facts in various information sources (such as magazines, newspapers, books, or digital media) and students understanding the instructions by looking for ideas/messages implied by the information they read. Students should be able to obtain story ideas from this information to use as themes for the short stories they will write.

Thus, in the second trial process with a wider scope, the teacher who guides the learning process must emphasize that extracting ideas that are carried out by exploring information from news, stories, or facts from various sources of information does not mean taking the main idea from the information to be used as a theme of the short story they will create; rather the main idea of the information is used as inspiration to formulate the theme of the story they will create.

The process of implementing the learning design in the second trial was conducted using the same steps as the implementation process in the first trial. What is different is the wider scope or locus, namely, that it is implemented in three schools.

Feasibility of Case Study Based Learning Design

The case-based learning model for improving *soft skills* by learning to write short stories is deemed suitable for use in the field. This is based on the results of the trial application of this learning design showing that the average ability of students in carrying out the learning process of writing short stories by applying case study-based learning and the average *soft skills competency* achieved by students after participating in learning using learning design-based case falls into the "good" category.

Based on evaluation data collected from the process of implementing the learning design in the second trial, it is known that the average ability of students to carry out the short story writing learning process by applying case study-based learning reached 78.4%, which is included in the "good" category. Compared to the achievement of abilities before participating in the case-based learning process, which reached 73.2%, the average ability of these students showed an increase of 5.2% (Table 5).

Table 5. Students' Ability to Implement Case-Based Learning Process in the Second Trial

No.	Indicator	Achievements (%)	
		Before	After
1.	Clarifying concepts	74.5	81.5
2.	Organize ideas and analyze cases systematically	71.3	77.7

3.	Search for information from various sources	74.7	78.0
4.	Synthesize information and create reports	72.3	76.1
Average		73.2	78.4

The increase in students' ability to carry out case study-based learning in learning to write short stories in the second trial was seen in all indicators, namely, the ability to clarify concepts, organize ideas and analyze cases systematically, search for information from various sources, and synthesize information and make reports.

This strengthens the opinion of Saleewong, Suwannathachote, and Kuhakran (2012) that *Case based learning* is a means of increasing understanding through *learning by doing*, developing analytical skills (critical thinking) and deciding things (*decision making skills*), learning how to relate what is learned to real problems, developing verbal communication skills, and working together in groups.

Meanwhile, in terms of *soft skills*, the average competency achieved by students after participating in learning by implementing case-based learning design in this second trial was 77.7% in the "good" category. When compared with the average of their initial competency before participating in this learning, which only reached 68.2% (the "good" category), there was an increase of 9.5% (Table 6).

Table 6 *Soft Skills Competencies* of Students
in the Second Trial

No.	Indicator	Achievements (%)	
		Before	After
1.	Self-direction and responsibility	76.4	79.7
2.	Flexibility and adaptability	55.4	63.2
3.	Social and cross-cultural skills	73.3	78.4
4.	Critical thinking, productive and accountable	77.7	85.1
5.	Information, media and ICT literacy	73.9	77.5
6.	Collaboration and cooperation	76.7	79.4
7.	Communication	76.4	79.7
Average		68.2	77.7

The improvement in students' *soft skills* after participating in case study-based learning in learning to write short stories in the second trial was seen in the seven indicators, namely self-direction and responsibility, flexibility and adaptability, social and cross-cultural skills, critical thinking, productive and accountable, information, media, and ICT literacy; collaboration and cooperation; and communication indicators.

An increase in students' *soft skills* is proof that the case study-based learning model is able to grow and develop students' personal characteristics, where this learning model has the following characteristics: (1) Decision-oriented: cases describe real conditions that require an immediate decision to resolve the case; (2) Participation: cases are described to increase motivation for student involvement in analyzing problems; (3) Discussion development: case content is presented to form various thoughts and analyze discussion results between students; (4) substantive: the main part of the case discusses rumors and real information; and (5) Questions: cases usually do not ask questions, because understanding what should be asked is an important part of the analysis of the Handoko case in Safitri & Purbaningrum, 2020).

Regarding learning to write short stories based on case studies, writing involves organizing ideas systematically and expressing them explicitly. To produce good writing, several stages are required, as stated by GE Tompskin (Nuryatin & Irawati, 2016), namely, through prewriting, drafting, revising, editing, and *sharing*. These stages can be carried out well if the short story writer, in this case a

student, must have high personality skills, both in terms of responsibility and ability to adapt, socialize, collaborate, communicate, and information literacy.

Based on the entire description of the results of this research, it proves that the case study-based learning design for writing short stories is suitable for implementation by educators, especially teachers who teach Indonesian language subjects, to improve students' *soft skills* which will provide insight and experience in their lives in the future. come.

CONCLUSION

The learning model for writing short stories based on case studies to improve students' *soft skills* is deemed suitable for use in the school learning process. This is based on the results of trials implementing this learning design which show that the average ability of students in carrying out the short story writing learning process by applying case study-based learning and the average *soft skills* achieved by students is in the "good" category with improvement. *soft skills* which can be seen from competence in self-direction and responsibility, flexibility and adaptability, social and cross-cultural skills, critical thinking, productivity, and accountability; information, media, and ICT literacy; collaboration and cooperation; and communication indicators.

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