

Enhancing Students' Critical Thinking Character Through Case-Based Learning With Online News

Muhamad Nova *

* Tour and Travel Operation, Politeknik Negeri Bali
muhamadnova@pnb.ac.id

Indah Utami Chaerunnisah

Hospitality, Politeknik Negeri Bali

*Corresponding Author

Abstrak: Berpikir kritis bukan hanya keterampilan kognitif, tetapi juga merupakan karakter yang merupakan kombinasi dari rasa ingin tahu, keterbukaan pikiran, sistematisitas, analitis, pencarian kebenaran, berpikir kritis, percaya diri, dan kedewasaan. Perguruan tinggi dituntut untuk mengasah karakter mahasiswa agar lebih baik dalam belajar dan berperilaku positif. Penelitian ini bertujuan untuk mengidentifikasi penerapan pembentukan karakter berpikir kritis melalui pembelajaran berbasis kasus pada media berita daring. Penelitian ini menggunakan jenis penelitian kualitatif dengan desain studi kasus. Penelitian ini dilaksanakan di Politeknik Negeri Bali dengan jumlah partisipan sebanyak 27 mahasiswa dan 1 orang dosen. Pengumpulan data dilakukan melalui observasi, dokumentasi, dan wawancara dan dianalisis melalui pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Penelitian ini mengungkapkan bahwa pembelajaran berbasis kasus dengan media berita daring dapat mengembangkan karakter berpikir kritis melalui tujuh tahapan, yaitu menghubungkan, memperoleh informasi, mengumpulkan ide, mensintesis, menampilkan, mempelajari, dan mengumpulkan umpan balik. Implementasi ini juga mendukung tujuh perilaku yang berhubungan dengan karakter berpikir kritis di antara mahasiswa, yaitu analitis, rasa ingin tahu, berpikir kritis, berpikiran terbuka, mencari kebenaran, kepercayaan diri, dan kedewasaan. Umpan balik positif juga diberikan oleh siswa terhadap proses pembelajaran dengan berita daring, diantaranya timbulnya rasa kesadaran, empati, rasa hormat, dan pikiran terbuka.

Kata Kunci: *Berpikir Kritis; Berita Daring; Pembelajaran Berbasis Kasus*

Abstract: Critical thinking is not only cognitive skill, but also a character trait, which is a combination of an attitude of curiosity, open-mindedness, systematicity, analyticity, truth-seeking, critical thinking self-confidence, and maturity. Higher educations are required to hone students' character in learning better and having positive behaviour. This study aimed at identifying the critical thinking character building through the implementation of case-based learning with online news. This study applied qualitative research with a case study design. Conducted at Politeknik Negeri Bali, the study took 27 students and one lecturer as the participants. The data were collected through observation, documentation, and interview and were then analysed by data collection, data reduction, data display, and conclusion drawing. This study revealed that case-based learning with online news could develop the critical thinking character trait through seven stages, including linking, obtaining information, gathering idea, synthesizing, exhibiting, learning, dan feedback collecting. This implementation has reinforced reinforce seven behaviours related to the critical thinking character trait among students, including analytical, curiosity, critical thinking, open-mindedness, truth-seeking, self-confidence, and maturity. Positive feedbacks were also given by the students toward the process of learning with online news, including the raise of sense of awareness, empathy, respectful, and open-minded.

Keywords: *Case-Based Learning; Critical Thinking; Online News*

Introduction

In the era of rapid technological development, critical thinking is one of the main components needed in the professional work. The industrial job market requires prospective candidates to have critical thinking capacity (Wijayati, et al., 2022). This is because critical thinking capacity requires logical and objective aspects in dealing with real problems (Usman, 2021). On the other hand, the critical thinking capacity is also needed to be able to continue to innovate amidst technological developments (Junining, 2016). Therefore, critical thinking capacity becomes a necessity to be able to adapt to social dynamics and activities in our environment (Melani, et al., 2022).



Currently, critical thinking is still associated with cognitive abilities. Critical thinking is defined as a person's ability to solve problems and find solutions by going through several stages, including analysing, providing logical reasons, thinking systematically, creating ideas, evaluating, making decisions, and solving problems to achieve goals (Jannah, et al., 2017). However, psychologically, critical thinking can also be studied based on personal characteristics, where someone who has a critical thinking character has a tendency, attitude, and mental habits to think critically and reflectively, with an attitude of curiosity, open-mindedness, systematicity, analytical, truth-seeking, critical thinking, self-confidence, and maturity (Martínez-Huamán, et al., 2025).

With the need for job candidates who have the capacity to think critically, educational institutions need to prepare quality graduates. Learning activities in the classroom need to integrate critical thinking skill and character. The development of critical thinking capacity, both cognitively and attitudinally, needs to be a core competency that must be possessed by graduates to be able to compete globally (Thuong, 2024) because learning that integrates critical thinking capacity makes a major contribution to students' communication skills, especially in using English (Idris, et al., 2021). Students who have honed their critical thinking skills tend to be more optimal in producing language utterances, both spoken and written, that are acceptable and easy to understand (Anjaniputra, 2020). This is because learning that integrates critical thinking provides students with the opportunity to observe the environment around them more critically and learn from the experiences of other students (Yunhong & Xiaoqing, 2023). Thus, students who have the capacity to think critically tend to be more fluent in English (Negoescu, 2023) and have a higher level of self-confidence (Melani, et al., 2022).

However, there are several obstacles that are challenges in integrating critical thinking skill and character into learning activities. The limited ability of educators to use the right methods in teaching is one of the main factors in not creating a learning environment that supports critical thinking enhancement (Pravita & Kuswandono, 201). Activities that integrate critical thinking also take more time in preparation and implementation (Thuong, 2024). On the other hand, a one-way learning culture also closes the discussion space between students and educators in the classroom, so that the opportunity to express opinions and solve problems is reduced (Junining, 2016). Therefore, a teaching strategy is needed that supports the integration of critical thinking into learning activities.

One effort that can be made is to use interesting and multimodal teaching materials. A study states that multimodal teaching materials with audio-visuals can inspire students to think more critically about what they see and hear (Jinlin, 2024). Thus, students get the opportunity to understand, analyse information, make statements, evaluate ideas, and express their opinions verbally (Jinlin, 2024). Online news, or online news, is one example of information media that uses multimodal with audio-visuals. Students can see how the appearance and variety of non-verbal expressions of the news presenter convey information and also video clips of the events presented. On the other hand, they can also listen to the variety of expressions spoken by the news presenter in conveying information. By presenting online news in the classroom, students can be more enthusiastic in learning (Aprilia, 2025). With the quality of content that is able to present important issues in a short time (Taqiyyah & Aswir, 2022), the use of news can hone students' abilities in identifying opinions and points of view from the information provider (Idayani, et al., 2022). Students also get the opportunity to practice understanding the contents of the news, find the main idea, and summarize the essence of the news presented (Rao, 2019). On the other side, using online news can also affect students' psychological state. An individual with high affective empathy could become more cautious seeing the news content (Yu, et al., 2024). Thus, indirectly, the use of news can improve students' critical thinking capacity (Rao, 2019), both skill and character.

Seeing the potential of using multimodal audio-visual in sparking students' interest in thinking critically, this study aims to identify the use of multimodal audio-visual in improving critical thinking character possessed by vocational students in vocational English classes. In order to provide an authentic learning experience, this study will also integrate online news as teaching materials and use the case-based learning method. Therefore, the research question proposed in this research is "How is the implementation process of online news as case-based learning in learning in the English for tour operations course in improving the critical thinking character possessed by students?"

Methods

The current study implemented qualitative research with a case study design. The study was conducted at the Politeknik Negeri Bali with 27 students and 1 lecturer as participants. The students are currently in second-year students from Tour and Travel Operation study program. These students were selected purposively as they were enrolled in English for Tour Operation and have a special interest in tourism study cases.

The data was collected through observation, documentation, and interviews. The observation was conducted during the implementation of case-based learning with online news in the learning activities. During observation, the study employed an observation sheet to record certain findings that related to the stages of implementation of case-based learning with online news in the learning activities to enhance students' critical thinking capacity. Furthermore, to triangulate the observation, an interview was also conducted with the students and the lecturer. The interview was conducted in Bahasa Indonesia to make the students and the lecturer answer more accurately. The interview was conducted to identify the students' responses toward the implementation case-based learning with online news in the learning activities and its effect on their critical thinking character and attitude. Moreover, the lecturer was also interviewed to gain further details of the process the implementation case-based learning with online news in the learning activities, completed with its reasoning. An interview guide was prepared to be the guideline during the interview session.

Dealing with the data analysis, the data gained from the observation sheet and interview were then analyzed qualitatively. Following the qualitative data analysis model (Miles & Huberman, 2014), the data were analyzed through four stages, including data collection, data reduction, data display, and conclusion drawing. To gain deeper insight, the data were also displayed in form of narration and interpretation.

Findings and Discussion

Findings

In line with the aforementioned research question, the findings section would focus on the implementation process of online news as case-based learning in learning in the English for tour operations course in improving the critical thinking character possessed by students. There are three phases employed during the implementation process, namely the preparation, execution, and evaluation. Each phase was noticeably connected to each other and put in the chronological order.

The Preparation Phase

In the preparation phase, the lecturer first planned the learning activities in the classroom. Examining the recent cases, the case chosen to be the topic of discussion was the defamation of a tourist destination that is considered sacred by a celebrity who took pictures without clothes. This case was chosen to increase students' awareness of the importance of manners and etiquette while visiting a tourist destination and also to hone their sensitivity and critical attitude in dealing with a case where this case has the potential to be caused not only by tourists, but also by other parties directly involved in the tourism industry.

"Sometime, we commonly judge something by one side, not thinking critically whether the mistake was made purposively or there was no clear regulation or restrictions. It made the tourist have a chance to do some violation." [Lecturer]

Then, the lecturer chose one of the learning topics that can be related to the selected case, tourist destination. The lecturer then designed a learning scenario using online news into a small group discussion and group presentation. The lecturer said that online news is used as a discussion material in the class because the material in the news is more authentic, and it can also provide real experience to students regarding how a native speaker speaks. On the other hand, this small group discussion activity is determined as a learning activity because the lecturer considered that students need to discuss and listen to the perspectives of their peers so that they can exchange ideas and gain new views related to the case being discussed in class. Indirectly, this activity can also provide a learning experience for students in conveying and listening to opinions as well as learning to be able to criticize the thoughts or ideas conveyed by their peers. Then, the group presentation activity was chosen as a result of the idea synthesis that had been collected between group members. This activity can show how students synergize and work together in groups to be able to present the results of their thoughts which are poured into a visual mode.

The Execution Phase

After the preparation was complete, the implementation of online news as a case-based learning in the English for Tour Operations course entered the execution phase. There were two meetings taken in this phase, which were the 6th and 7th meetings. In the execution phase, a series of activities was employed to implement the online news as a case-based learning, including linking, obtaining information, gathering ideas, synthesizing, exhibiting, learning, and feedback collecting.

In the first stage, the linking activity, the lecturer invited students to relate the upcoming case with the lecture material and real experiences they have had before. The lecturer began the activity by providing brainstorming in the form of light questions related to their experiences of vacationing at a tourist destination. The lecturer asked the detail of their experience, including the name of the destination, the location, and the activities in English. This brainstorming activity lasted for 10 minutes and the lecturer then began to explain the teaching material related to the case to be discussed in class, the sacred tourist destinations. In this activity, the lecturer explained the various types of tourist destinations and asked students to provide examples of tourist destinations according to the types of tourist destinations that have been discussed. After providing examples of destinations, the lecturer gave a trigger question related to what types of violations can occur at each type of tourist destination that had been explained. Several students provided examples of violations that occur at tourist destinations, such as littering, damaging nature, and even causing traffic jams.

"Many tourists still like littering, sir. I often see some tourists bring food wrapped with plastic and left them where they sat before. Like, in Kuta beach or Sanur beach. So many rubbish on the beach and it makes the beach dirty and the rest of the tourist feel uncomfortable to enjoy the sunset." [S.20]

"The decreasing number of green zones maybe, sir? As we know that, some tourism destination management cut some trees or transform the rice field into parking lot and buildings." [S.24]

After some students provided the answers related to potential violations that can occur at tourist destinations, the execution activity continued to the second stage, which is obtaining information. At this stage, students began to obtain information related to the case that was discussed in class. In this case, the information was obtained from the online news videos displayed on the screen, which is related to a case of defamation of a tourist destination that is considered sacred by a celebrity who took pictures without clothes. From the results of the observations made, it was found that the lecturer played online news in front of the class three times and asked students to listen to the English expressions conveyed by the news reporter. While the video was playing, the students were watching the video attentively. They tend to observe the video scene by scene. None of these students were distracted or talked to each other during the scenes and they waited until the end of the video. After the video ended, the lecturer asked students questions related to what news the reporter was reporting, the location of the incident in the news, and the factors causing the incident in the news to occur. One student responded to the lecturer's question by giving the view that visitors made mistakes because they did not read the rules nor regulation. However, this statement was refuted by another student who explained that the visitors did not know that there were rules that applied at the tourist destination.

"I think, it is the tourist's fault. Maybe, they did not read the regulation there. It is pretty clear that the tree is sacred, because it is big and big tree is commonly believed as a sacred tree. But, they kept taking picture there." [S.5]

"In my opinion, I don't agree with her opinion. Maybe, the tourists were not making mistake. Who knows that they did not really know any written rules there, or the guide did not give clear information about the sacrality of the place. Or maybe, there is no rule printed on written on the announcement board. So, the mistake is not purely from the tourist." [S.18]

After conducting a small discussion in a classical manner, the execution process continued to the third stage, namely gathering ideas. At this stage, the lecturer gave students the opportunity to exchange ideas and express their opinions related to the news video they had watched and to discuss solutions that could be applied to overcome the violations that occurred so that they would not happen again in the future. This stage began with dividing students into 3 small groups. Each group was given the task of being a representative of tourism stakeholders, i.e. the government, travel agents, and destination management. From the results of the observations made, it was observed

that each student was actively involved in conveying opinions, refuting, and also agreeing with the opinions expressed by their group members. The students seemed open to any critics from their peers and discussed the possible solution to be implemented based on the case given. They also provided some logical reasoning and concrete examples to support their ideas. During this group discussion process, the lecturer did not interrupt the discussion carried out by the students. The lecturer said that this interrupt-free activity could provide students with the opportunity to criticize each other's ideas and opinions expressed by their peers in the group without any intervention from the lecturer.

"I want them to share their ideas first. I want to know how far that they could see the case on different perspectives and seek for the concrete and applicative solution. I let them to argue and criticize each other, but I believe, indirectly, they can learn from one to another. They can have better perspective and can open their mindset." [Lecturer]

After obtaining ideas and opinions, the execution stage was continued with the synthesizing stage. At this stage, the students began to synthesize the ideas they had collected from each member and summarized them into points. They created a list of solutions and sort them based on the most possible implementation to the least one. In the classroom, the lecturer asked students to create a presentation slide of the results of the discussion in the group using the Canva application. This presentation slide consisted of two pages, i.e. the identity page and the solution page that can be applied by stakeholders. The synthesizing stage was the final stage carried out in the first meeting of the implementation of online news as case-based learning in the English for Tour Operations course.

The next stage is exhibiting. This stage was carried out at the beginning of the second meeting. At this stage, the students did a group presentation by presenting the results of the synthesis of ideas and opinions that they had summarized into a presentation slide. Students were given the opportunity to share their ideas related to solutions that could be applied to stakeholders in their fields, i.e. government, travel agents, and destination management. Then, the students also provided practical examples that could be implemented based on the solutions provided. During the presentation, the other two groups were asked to listen and prepare one question from each group. According to the lecturer, the questions prepared were a form of critical thinking about what was presented by the other students in front of the class.

"If students are able to ask questions, it means they are not only learning to listen to and understand the content presented, but they are also learning to explore more deeply the things that were not conveyed in the presentation. There are definitely some detailed points that were not mentioned during the presentation or even not thought of during their group discussions. Therefore, this Q&A session is very helpful in deepening their understanding of a particular case." [Lecturer]

After the presentation session ended, the implementation process continued to the learning stage. At this stage, the students carried out the peer learning process through a question-and-answer session between the presenter and the audience. Each group gave questions to the presenter group related to the content they had presented. The presenter group then discussed internally and provided answers to the audience. In this question-and-answer session, the lecturer also provided an opportunity for the audience who wanted to refute or respond to the responses given by the presenter. Based on the confirmation given by the lecturer, this session also involved students in interactive discussions in the classroom so that students not only criticize the views or ideas in their group but also got the opportunity to criticize ideas from other groups.

"In my opinion, the idea from the government team can be implemented, because with the government's efforts to impose penalties on tourists and travel agents who commit serious violations, it will make them comply with the rules in order to avoid punishments that could ultimately be detrimental to themselves." [S.3]

"I think, by educating tourists about the importance of maintaining proper behaviour and respecting local culture, tourist destinations can create a more welcoming environment that values diversity. Therefore, the solution proposed by the travel agent group can be applied in tourist destinations." [S.8]

"What was conveyed by the destination management group is something simple, but has not been maximally implemented. For example, CCTV, not all destinations are equipped with it, even

though it is a small step that is easy to implement to help maintain the safety of the destination.” [S.20]

The final stage of this implementation was feedback collecting. At this stage, the students received feedback from the lecturer regarding the questions asked and the answers given. In this case, the lecturer provided points that could be criticized more deeply on the content created by the presenters and also questions that could be asked by students to dig deeper into the efforts and applicable solutions that could be applied by stakeholders in handling similar cases. On the other hand, the lecturer also appreciated the performance of students who had carried out presentations in class and also received input related to the language aspects they performed, such as pronunciation, accuracy, and fluency. In other words, the feedback collecting stage not only obtained the feedback related to the solutions that needed to be applied in solving the cases presented, but also the feedback related to the language and appearance of students in presenting presentations.

The Evaluation Phase

In the evaluation phase, the lecturer invited students to reflect on the case-based learning that they had implemented. The lecturer randomly selected several students to mention practical solutions that stakeholders could implement in handling a case of defamation of a tourist destination. Then, the lecturer gave open questions to students regarding changes in their mindset based on the case broadcast through online news that had been discussed in class. Most students responded that they realized the importance of being more sensitive to their surroundings, increasing empathy, and encouraging them to think more critically in responding to a phenomenon.

“From the video, I was able to learn about various issues that I might not have known before, which increased my knowledge and awareness of my surroundings.” [S.10]

“The viral news video increased my sensitivity to my environment because it presented information visually and emotionally, making it easier to understand and remember. Seeing the direct impact of an issue can also raise our empathy and our awareness to act responsibly.” [S.21]

“From the news, I learned that not all visitors can act recklessly while visiting tourist destinations, and we must still follow the rules of the places we visit. It made me become more respectful toward the destinations I go to.” [S.4]

“Using a viral news video in a discussion encourages me to think more critically, because by listening to my friends’ opinions, I can analyse the problem from different perspectives and come up with more relevant solutions to apply in real life.” [S.2]

Discussion

The current study has investigated the implementation process of online news as case-based learning in learning in the English for tour operations course in improving the critical thinking character possessed by students. This case-based learning implementation was employed through a series of learning activities, including linking, obtaining information, gathering ideas, synthesizing, exhibiting, learning, and feedback collecting, in two meetings, i.e. the sixth and seventh meeting. By the end of the implementation process, the students reflected some critical points of view regarding the online news that they have watched.

The implementation of online news as case-based learning has successfully helped students in improving their critical thinking character. The aforementioned study highlighted eight critical thinking character typical, including the attitude of curiosity, open-mindedness, systematicity, analytical, truth-seeking, critical thinking, self-confidence, and maturity (Martínez-Huamán, et al., 2025). During the implementation of the case-based learning, there was certain behaviour changed showed by the students related to the eight critical thinking characters typical.

The first behaviour reflected from the implementation is the students’ analytical attitude. During the first stage of the case-based learning execution, the lecturer bridged the learning materials with the case by throwing a trigger question related to what types of violations can occur at each type of tourist destination and some students answered the questions thoroughly. The students did not only mention the violations, but also the cause and the impacts. It is related to analytical thinking capacity which include the process of searching and detecting the causal of problems and also making forecast on the result (Rasheva-Yordanova, et al., 2018), which in this

case the impact of the environment violations. Therefore, the students had showcased their analytical attitude in the classroom by providing a complex answer on environmental violation types.

Beside of the analytical attitude, the students also showed the attitude of curiosity during the case-based learning implementation. In the obtaining information stage, while the lecturer played the online news on the screen, the students were watching the video attentively. They tend to observe the video scene by scene. None of these students were distracted or talked to each other during the scenes and they waited until the end of the video. These behaviours are in line with the curiosity attitude mentioned by Spitzer, et al (2024), curiosity leads people to a greater willingness to wait some time to get to know more on the information. By watching the video attentively until the end of the scene, it reflected the attitude of seeking for more information and thus, it also reflected the students' curiosity in learning.

Moreover, the students also showed their critical thinking mechanism during the online news implementation in the classroom. It occurred at the end of obtaining information stage, in which the lecturer threw a critical question to students asking whose fault the violation in the news was. Even though only two students were responding the lecturer's questions, their responses provide different perspective which reflected their critical thinking mechanism. The first student tended to blame the tourists who acted the violation in the sacred area by taking picture naked and providing further explanation with local common senses by stating "the tree is sacred because it is big and big tree is commonly believed as a sacred tree". Meanwhile, the other student tended not to blame the tourist straightforwardly, and, instead, provided different point of view for the root of the problem, in which the unclear information from the tour guide and the announcement board. Regarding this, the second opinion tends to provide more critical thinking mechanism as the student could critically evaluate the situation on the video and analyze the problem from different perspectives (Liu & Wei, 2024), i.e. tourist, tour guide, and destination management. The critical thinking mechanism shown by the students prove the possibility of case-based learning with the online news usage to enhance the critical thinking behavior in classroom discussion.

Open-mindedness trait was also reflected in the case-based learning implementation with the online news. This trait appears among the students during the gathering ideas stage. During the discussions, the lecturer let the students to share their ideas toward case and provide arguments whether the rest of the member would agree or not. From the results of the observations made, it was identified that most of the students was actively involved in conveying opinions, refuting, and also agreeing with their peers' opinions. They seemed open to any critics from their peers and discussed the possible solution to be implemented based on the case given. These kinds of behavior reflect the actively open-minded thinking skills which emphasizes on accepting different views and being open to dialogue (Merma-Molina, et al., 2022). An open-minded person tends to allow themselves to reflect and consider alternatives before making decisions (Merma-Molina, et al., 2022) and these students have already manifested them during the discussion to identify the most applicative solution for the case provided in the online news.

Idiosyncratically, these students also conveyed their truth-seeking trait during the gathering ideas stage. Beside of being open-minded, these students also tried to seek the better solution to overcome the case provided in the online news. During the discussion, they provided idea and argued toward other to gain deeper perspectives from their peers. They could provide logical reasoning with some applicative examples in real life to support their opinion. These actions conveyed their truth-seeking behavior as they could provide the concept which is applicable in the social reality (Blatter, 2017).

Self-confidence also becomes one of the highlighted behaviours occurring during the case-based learning implementation with online news video. This behaviour was established during the exhibiting and learning stages. In exhibiting stage, the "presenter" students had an opportunity to present the synthesis of their ideas. They provided practical examples which could be implemented as the solutions for the case. Meanwhile, in learning stage, the "presenter" students were required to answer questions given by the "audience" students regarding their presentation and provide further explanation to build better comprehension toward the case that they wanted to solve. From prior observation, three in six groups has successfully employed their self-confidence in presenting their ideas. They seemed to unravel three self-confident behaviour characteristics, namely building strong connection, delivering effective communication, and being not fear of failure (Halilsoy, 2024). In the beginning of their presentation, two groups showed their willingness to build a strong connection with the audience by keeping their engagement with their audience. They opened their presentation

by asking a triggering question and initiated a small discussion to grasp their audience attention before they begin to their main points. During the presentation, they kept their presentation effective by displaying presentation slides with a brief content and provide more oral explanation. One of the students confirmed that they did it to make the audiences keep their focus on what they listen from the speaker, not only from what they see from the slides. Regarding the last characteristic, being not fear of failure, some students of these groups tend not to worry on any grammatical mistakes and mispronunciation while delivering their presentation. It is confirmed that some of the students realized of having low-intermediate level of English, but they kept trying to communicate in English and asking for advice from their group members. It is in line with the characteristics of self-confident individual which is not deterred by the fear of failure, but recognize that failure could become a stepping stone to their success (Halilsoy, 2024); in other words, they could learn from their mistake to become a better person.

Lastly, the students also showed their maturity during the case-based learning implementation. Their maturity occurred in the evaluation phase, when the lecturer opened a short discussion on the mindset changes after the discussion. It is noticed that the case in the online news bring positive impacts toward students' mindset changes, as they realized the importance of being more sensitive to their surroundings, increasing empathy, and encouraging them to think more critically in responding to a phenomenon. This mindset shifting is a sign of maturity process, in which the students have some consideration and willingness to be better wellbeing (Mazo, 2021), by paying attention more on their surroundings and tourism cases. Therefore, the case-based learning with online news help the students to improve their maturity level.

Conclusion

Critical thinking capacity has been exposed as one of the demands in the professional field. It leads to the needs of proper teaching method to integrate the learning process with critical thinking capacity enhancement, in both cognitive skills and character trait. The current study had unravelled the positive outcome of case-based learning implementation online news video to improve critical thinking character. Through seven stages of the learning process, i.e. linking, obtaining information, gathering idea, synthesizing, exhibiting, learning, dan feedback collecting, the case-based learning with online news video has reinforce seven behaviours related to the critical thinking character trait among students, including analytical, curiosity, critical thinking, open-mindedness, truth-seeking, self-confidence, and maturity. In the end of the implementation, positive changes were reflected by the students who emphasized on the raise of sense of awareness, empathy, respectful, and open-minded. Thus, the use of online news in case-based learning has successfully bring positive enforcement for students to enhance their critical thinking character.

In terms of the study scope, the researcher has been aware of several limitation of the study. First, different media exposure may give different impact toward students' behaviour. In the current study, the case was displayed in a form of audio visual (video) which could affect the students' learning preference, i.e. auditory and visual learners. Therefore, further research on the implementation of case-based learning with different learning media is required to enrich the evidence on the potential of case-based learning implementation to improve students' critical thinking character. Second, the case selected was closely related to tourism students, i.e. a case of defamation of a tourist destination that is considered sacred by a celebrity who took pictures without clothes. The selection of different cases discussed in the classroom potentially bring different impacts toward students' perspectives, as they have specific interest to discuss. Therefore, further research on different case usage in case-based learning is essentially needed to provide further evidence on the application of case-based learning as one learning instruction to enhance students' critical thinking character.

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