

STUDENTS' PERCEPTION: A DIDACTICAL STUDY ON THE IMPACT OF CASE-BASED LEARNING AND TEAMWORK ON TEFL METHODOLOGY OF ENGLISH EDUCATION MASTER PROGRAM(S2BE)

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Abstract: This research explores students' perceptions of the evolving Case-Based "Teaching English as a Foreign Language" (TEFL) Methodology and Team Work to enhance learning outcomes. It investigates the integration of linguistic aspects and their alignment with practical applications. Employing qualitative Didactical Design Research (DDR), the study employs observation sheets, interview guides, and documentation as research tools. DDR introduces 'scientific imagination' and apperception to probe students' understanding of previously learned linguistic concepts. Anticipating diverse student responses, DDR ensures TEFL Methodology learning objectives are met. The study also examines the emerging 'needs analysis' trend, emphasizing student-centered learning's role in fostering didactic creativity and enhancing TEFL Methodology instruction. Cases and Team Work diversify didactic creativity, yielding contextually relevant instructional designs. The research seeks to shift TEFL Methodology learning towards fostering innovative conditions that empower students in reflective, self-directed learning, thereby enhancing TEFL knowledge and practical skills mastery.

Keywords: development; perception; tefl methodology

INTRODUCTION

The study of perceptions concerning the teaching and learning process is a crucial area warranting comprehensive exploration. The efficacy of classroom learning is contingent upon the mutual perceptions of stakeholders, the quality of educators, students, pedagogical models, and available facilities. In the realm of higher education, there is a pressing need to integrate educational paradigms that empower students holistically, fostering their creativity and innovation in an era characterized by digital acceleration. Meeting the challenges of the future necessitates forward-looking approaches and unconventional skill sets. As an evolving Master's program, the S2BE program consistently strives for responsive educational development in TEFL Methodology.

This research endeavors to prompt students to explore their imaginative perceptions and engage with a learning model that is not only appealing but also practical and contextually relevant. Specifically, the study seeks to investigate students' perceptions regarding their contributions to the advancement of Case-Based and Teamwork-oriented TEFL Methodology learning. Data analysis will encompass frequency distribution and quantitative descriptive analysis, aiming to enrich students' perceptions for the purpose of optimizing their performance in TEFL Methodology, thereby contributing to their adaptability in contemporary and future learning environments.

In the broader context of educational development, the World Economic Forum (WEF) has outlined competencies deemed essential in the 21st century to bridge the gap between education and evolving workplace demands (World Economic Forum, 2015). Moreover, the influence of technology in the classroom today impact the students' perception of classical classroom domain. This make the boundaries of learning already broadened by the incorporation of digital platforms, online resources, and interactive learning environments (Babu & Adhithya, 2023). In this context, students are expected to master TEFL Methodology knowledge and High-Order Thinking Skills (HOTS). The educational ecosystem at S2BE prioritizes an approach that maximizes experiential learning, encouraging students to elaborate on the TEFL Methodology learning process innovatively. This commitment aligns with the policies outlined in Minister of Education and Culture Regulation No. 3 of 2020 (Ministry of Education and Culture, 2020), which emphasizes student-centered learning (SCL), fostering interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered learning experiences.

The overarching goal of TEFL is to equip learners with the knowledge and skills necessary for effective communication in the target language. However, mastering a non-native language, such as English, presents inherent challenges. The choice of teaching materials, notably communicative resources, plays a pivotal role in facilitating the absorption of instructional content. In light of these considerations, it becomes evident that innovative approaches are imperative to enhance the quality of TEFL Methodology instruction. Integrating diverse facets, particularly case-based and teamwork elements, is among the strategies deemed essential for this purpose.

In alignment with the aforementioned policy, the S2BE study program has diligently integrated these principles into its curriculum. The program's commitment to adapting the IKU 7 policy, as stipulated in regulations related to national qualification (SN Dikti) underscores its dedication to enhancing the competitiveness of its graduates in the face of global transformations. The ongoing independent efforts within the study program to align the TEFL Methodology course with case-based and teamwork principles serve as a testament to this commitment.

Perception

Perception is a very open multifaceted view for a human to maximize self-awareness and autonomy in learning performance. According to Rabinof (2018) perception is when an individual has the capability or means to perceive or be aware of specific details, characteristics, or aspects of something. In other words, they possess the ability to notice and comprehend particular elements of a situation, object, or concept. Perception involves the process of sensing, interpreting, and understanding sensory information from the environment, so the person is attuned to specific nuances or details in what they are perceiving. This might imply a heightened level of awareness or attention to detail in their perceptual abilities. Commencing with the stimulus emanating from an external object, which impinges upon the sensory organs or receptors, this initial phase constitutes a natural or physical process. Subsequently, the sensory nerves transmit the received stimuli to the brain, constituting a physiological process. Following this, intricate cognitive processes transpire within the brain, ultimately rendering the individual cognizant of the received sensory stimuli. These cognitive processes occurring within the realm of consciousness are deemed psychological processes. Finally, at the culminating stage of the perceptual process, the individual attains conscious awareness of the stimuli received through the sensory organs or receptors.

Multiple processes within perception underscore its inherently complex and interactive nature. These perceptual processes can be outlined as follows; (1). Stimulus Presentation, the initiation of perception commences with the presentation of a stimulus or the occurrence of a specific situation. This situation may manifest either as direct sensory stimulation, involving immediate sensory engagement, or as a more extensive sociocultural and physical milieu; (2). Registration, subsequently, the process of registration ensues. During this phase, perceptual information is transduced through the physical mechanisms of an individual's sensory organs and neural pathways, ultimately influencing the perception of the stimulus; (3). Interpretation, a pivotal cognitive aspect of perception, interpretation, follows the registration phase. The interpretation of sensory input is contingent upon an individual's unique learning methods, motivational factors, and personality traits. Consequently, diverse individuals, characterized by distinct insights, motivations, and personalities, may derive dissimilar interpretations from the same sensory information; (4). Feedback, lastly, the feedback constitutes an additional dimension within the perceptual framework. For instance, consider an employee who reports the outcomes of their work to a superior and subsequently receives feedback, often gauged by observing the facial expressions and responses of the superior.

In essence, perception serves as a multifaceted cognitive operation capable of generating a distinct cognitive representation of the world, often diverging from objective reality. Furthermore, perception encompasses several distinct types, each bearing its own significance. Additionally, it adheres to a well-defined cognitive process that merits careful consideration. Drawing from a comprehensive array of scholarly sources, the ensuing discussion provides a comprehensive exploration of perception, encompassing its diverse typologies and the intricacies of its cognitive processes.

Learning Strategies

Learning strategies play a pivotal role in guiding activities conducted through learning methods. Learning methods, in essence, constitute the systematic means employed to execute carefully prepared plans in the form of tangible and practical activities aimed at accomplishing predefined educational goals. In recent years, there has been a noticeable shift in research within the field of second language (L2) teaching and learning, with a transition from an exclusive focus on instructional methodologies towards a more pronounced examination of learner characteristics. This transformation can be attributed to the pervasive influence of technological advancements in the realm of education (F. M. Sari & SWahyudin,

2019). The proliferation of technology has significantly impacted language learning across all educational levels, fostering enhanced teaching and learning processes while fostering learner autonomy (Aminatun & Oktaviani, 2019; F. S. Sari & Wahyudin, 2019).

In tandem with this evolution, learners are now recognized for their distinctive strategies and learning styles, which play an instrumental role in facilitating the achievement of language learning objectives (Wahyudin & Rido, 2020). Consequently, there has been a heightened interest in understanding how individual learners approach, manage, and harness their learning experiences and language utilization (Ayu, 2018; Mandasari & Oktaviani, 2018). This led to greater interest in how individual learners approach and control their learning and use of language. Furthermore, Education fundamentally involves guiding students through the learning journey to enable them to attain the expected learning outcomes. The successful achievement of these learning objectives hinges on their formulation in alignment with effective strategies. A learning strategy, in essence, denotes a structured approach for imparting lesson content to students with the aim of realizing specific educational goals. As articulated by (Fatkhurrohman et al., 2018), In the context of a comprehensive educational strategy, there exist four crucial components demanding careful consideration. Firstly, there is a need to delineate the specific requirements and qualifications pertaining to student conduct and personal development. This involves articulating both the objectives to be attained and the methodologies for achieving them, all of which must align with the communal aspirations and perspectives. Secondly, it is imperative to deliberate and select the primary educational approach system that is deemed most suitable for realizing the predefined objectives. The chosen approach should be practical for educators to employ in the execution of their pedagogical activities. Thirdly, the strategy encompasses the identification and establishment of protocols, methodologies, and instructional techniques that are acknowledged as the most effective and efficient. These mechanisms serve as valuable tools for educators in the discharge of their instructional responsibilities. Lastly, the strategy should encompass the establishment of standards and the determination of minimum achievement thresholds, along with criteria and metrics for assessing success. These standards and measures will function as guiding principles for educators during the evaluation of educational outcomes, furnishing valuable feedback for ongoing enhancements to the overarching instructional system.

Cased Based Learning

To achieve the target of language learning, case-based learning can be an alternative to implement. According to Bi et al. (2019) Case-based learning is an interactive educational approach that places students at the core of the learning experience. This methodology emphasizes a student-centered and patient-oriented exploration of practical and real-world situations. Within the context of case-based learning, students immerse themselves in the analysis of patient cases, promoting self-directed learning, scientific inquiry, and collaborative problem-solving with peers. This fosters the development of critical thinking skills and enhances their ability to tackle clinical challenges, effectively bridging the gap between theory and practice. Case-based learning has been incorporated into diverse educational programs, and the input from students has indicated that the implementation of CBL has notably enhanced their capacity for knowledge acquisition (Ali et al., 2018).

The primary emphasis lies in designing and developing an interactive computational e-learning platform. This specialized platform is intended to cater to language learners, and its foundation is rooted in the principles of Computer-Based Learning (CBL). The overarching goal is to facilitate the acquisition of essential language teaching skills and knowledge among students through a set of focused learning activities. The first learning activity within this platform centers on the practice of real-world language teaching scenarios, both inside and outside the classroom. This practice is geared towards enabling students to develop the proficiency needed to create effective teaching strategies for language learners. Importantly, the platform ensures that this process is user-friendly and easily accessible to facilitate learning. A second critical aspect of the platform is the development of skills related to lesson planning and delivery. Students will learn to identify and employ effective teaching methods, approaches, and techniques, as well as how to adapt these strategies to the needs of their language learners. Furthermore, the platform supports students in constructing meaningful language teaching materials and adapting them to different learner contexts. This particular learning activity encourages students to synthesize information, make informed instructional decisions, and create effective language learning experiences.

Case-Based Learning (CBL) proves to be advantageous for both educators and students alike. Educators find value in; (1). Developing and Delivering Aligned Discussion Topics, CBL encourages instructors to adeptly formulate and present discussion topics that align with the learning objectives stipulated in the semester's Learning Activity Program Plan (RPKPS); (2). Engaging in Collaborative Case Discussions with Students, educators actively participate in case discussions alongside students,

fostering a dynamic and interactive learning environment. On the other hand, students, through CBL, undergo training and subsequently become proficient in cultivating critical thinking skills, which students are systematically trained to think critically, honing their ability to activate and leverage their pre-existing knowledge in response to the stimulating case discussions. This pedagogical approach instills the necessary skills and habits among both educators and students, contributing to a more effective and interactive learning experience.

In essence, this TEFL Methodology course aims to equip master's students in the English Education study program with the expertise needed to design and implement interactive and effective language teaching strategies research. The core objective of this platform is to enhance the teaching skills of students by offering practical, real-world teaching scenarios that promote critical thinking and effective teaching in the context of teaching English as a foreign language.

Teamwork

In order to maximize the students' achievement in modern setting of learning atmosphere teamwork is powerful to use. It is possible to integrate self-autonomy and awareness of the students to realize and to activate the strengths of being together as co-learners and co-workers. Ali et al., (2018) & Driskell et al., (2018) state that teamwork involves the execution of collaborative processes that enhance the efficiency of a team. To be more specific, teamwork can be defined as "the harmonious integration of individual contributions towards the achievement of a common objective." This concept of teamwork is often analyzed within the context of an Input-Process-Output (IPO) model of team effectiveness. According to this model, inputs, including team member attributes, team-level aspects, and organizational or environmental factors, impact team outcomes or effectiveness by way of team interaction processes. Firstly, students must recognize the issue at hand and determine the necessary elements required to reach the objectives, serving as input. Subsequently, they engage in a process involving computation or logical reasoning in alignment with the specified requirements. Ultimately, the desired outcome is the resolution of the problem, constituting the output. The process of analyzing the problem can prove to be quite demanding for some students, particularly when they encounter issues that lie beyond the scope of their personal experiences or familiarity (Hasan & Hilmi, 2022).

Within a work team, each individual possesses a distinct reservoir of capabilities encompassing comprehension, experiential knowledge, and the capacity to anticipate the challenges that the team may encounter. The realization of synergistic teamwork hinges on the transformation of each team member from an individualistic standpoint to one characterized by collective unity. The efficacy of this transition is contingent upon the team members' aptitude for fostering positive interactions and engaging in constructive cooperation throughout the spectrum of team activities. It is through these concerted efforts that the team's potential for success is maximized, capitalizing on the amalgamation of diverse backgrounds and skills within the collective framework.

The initial step in the journey toward cohesive teamwork entails our willingness to be receptive and inclusive of others' contributions. This openness serves as a catalyst, expediting the collective evolution towards a unified team. Furthermore, the process extends beyond our own receptivity; actively cultivating an environment where others are also inclined to be open and accepting of our input is equally pivotal. This reciprocal openness serves to bridge the potential gaps that may exist, which would otherwise remain concealed if we solely rely on the reactions of others towards us. In essence, it fosters an atmosphere of mutual understanding and synergy, where collaborative efforts can flourish and the team can function as a harmonious whole.

In the pursuit of a cohesive and effective team, it is imperative that all members move in unison toward shared objectives. Achieving this unity necessitates a clear delineation of team member skills and responsibilities, often articulated through job descriptions. Each team member is thereby entrusted with the personal execution of their designated duties and obligations, which includes a comprehensive understanding of how to perform their technical tasks. Furthermore, it is essential that every team member comprehends the fundamental principles and regulations underpinning the team's overarching objectives. This collective clarity ensures that all individuals within the team are aligned with the common purpose and functioning in concert towards its realization.

METHOD

In this study, a development research approach was employed, with the primary objective of generating learning development resources tailored for courses encompassing Case-Based Learning and Team Work within the TEFL (Teaching English as a Foreign Language) Methodology domain. The research methodology was rooted in the application of Didactical Design Research (DDR).

DDR served as a research design model strategically aimed at identifying and surmounting impediments encountered during the learning process. Its fundamental purpose revolved around the proactive identification and subsequent elimination of these obstacles within the learning journey. In alignment with this conceptual framework, it is noteworthy that DDR research transcended disciplinary boundaries, harnessing insights from various fields of knowledge to effectively address pertinent issues within the realm of education (Rusdi, 2020).

The utilization of the development research and DDR methodologies in this research underscored its commitment to not only comprehending learning challenges but also to actively developing solutions that enhanced the overall educational experience.

During the TEFL Methodology learning process, there was a necessity for team performance to exist between lecturers and students as well as among students themselves, which encompasses pedagogical relations. The key inquiries that emerged were; (1). Relevance of Case-Based Didactic Situation Models, what types of case-based didactic situation models were relevant to be developed for TEFL Methodology courses? (2). Team Performance Scenarios, what types of team performance situations were feasible, and what forms of casuistry learning performance could ensue? (3). Student Potential and Challenges, did students exhibit the potential for success, or did they encounter difficulties in the learning process? (4). Innovative Changes in Didactic Situation, was there an innovative shift in the didactic situation that enriched the TEFL Methodology learning process? What were the underlying rationales for these changes? (5). Development of Pedagogical Situations, what pedagogical situations needed to be cultivated, and why were these specific didactic situations chosen for development?

These questions collectively framed the research focus within the TEFL Methodology learning context, exploring the dynamics of pedagogical relations, case-based learning, and team performance.

The study endeavors were facilitated through the active engagement of participants enrolled in the Master of English Language Education (S2BE) Study Program, with a specific focus on the TEFL Methodology course. This specific group of participants encompassed a total of 28 students who were chosen as representatives.

To ensure the robustness and credibility of the data obtained, a meticulous approach was adopted for data collection. This methodological strategy involved the fusion of two distinct yet complementary techniques: observational analysis and structured interviews. The utilization of observation allowed for an in-depth exploration of real-time classroom dynamics and student-lecturer interactions within the TEFL Methodology course. This hands-on approach enabled the research team to witness and document the unfolding of pedagogical scenarios, contributing valuable insights into the learning process. Complementing this, structured interviews were conducted to elicit rich, context-specific information directly from the participants themselves. These interviews were thoughtfully designed to target key aspects related to the research objectives. The structured format ensured that relevant and consistent data were acquired, facilitating meaningful analysis and interpretation.

By combining these data collection methods, the research aimed to establish a robust foundation of evidence that not only upheld the validity of the findings but also maintained a uniform and standardized level of data conformity. This meticulous approach was integral to the research's integrity, allowing for comprehensive exploration and substantiation of the study's hypotheses and objectives.

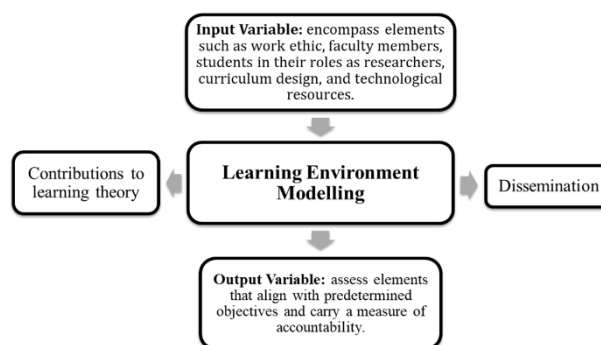


Figure 1. DDR Research Component

The Hudson model places a pronounced emphasis on didactic development, signifying that during the preparation of learning designs, lecturers prioritize the student's interaction with the instructional content, often referred to as the Didactical Relationship. Hudson's didactical design process

draws inspiration from the instructional design model and encompasses several distinct stages; (1). Analysis; (2). Design; (3). Development; (4). Interaction; (5). Evaluation.

A Pedagogical Chart of Teaching TEFL (Teaching English as a Foreign Language) Methodology (Figure 2) serves as a visual or graphical representation outlining the essential components, strategies, and approaches for instructing teamwork skills with an emphasis on collaborative problem-solving using case-based learning methods.

This chart begins by setting clear learning objectives for students, specifying the teamwork skills and collaborative abilities they are expected to acquire. It then delves into various teaching strategies, encompassing methodologies and techniques used to foster effective teamwork, communication, and the application of problem-solving within real-world scenarios presented through case studies.

Materials and resources are fundamental considerations, encompassing case studies, scenarios, and problem-solving exercises that facilitate hands-on learning experiences. The chart emphasizes the importance of assessment methods tailored to teamwork skills and collaborative problem-solving, highlighting their role in evaluating students' progress.

Furthermore, the chart provides guidance on planning and structuring teamwork activities within the context of case-based learning. It illuminates how to set objectives that promote effective collaboration, critical thinking, and the ability to analyze and solve complex problems presented in case studies.

Classroom management strategies for facilitating effective teamwork are also included, such as techniques for promoting a positive team dynamic, conflict resolution, and effective communication within the context of case-based learning.

Professional development opportunities for educators are emphasized to enhance their capacity to facilitate effective teamwork skills development among students. The chart underscores the value of continuous training and staying updated with evolving pedagogical approaches.

Lastly, the chart highlights the importance of feedback mechanisms for both students and educators. It encourages the assessment of teamwork skills and collaborative problem-solving abilities and advocates for constructive feedback as an essential tool for improvement. In summary, this Pedagogical Chart offers educators a comprehensive guide to teaching teamwork through case-based learning, promoting collaborative problem-solving and effective communication skills among students.

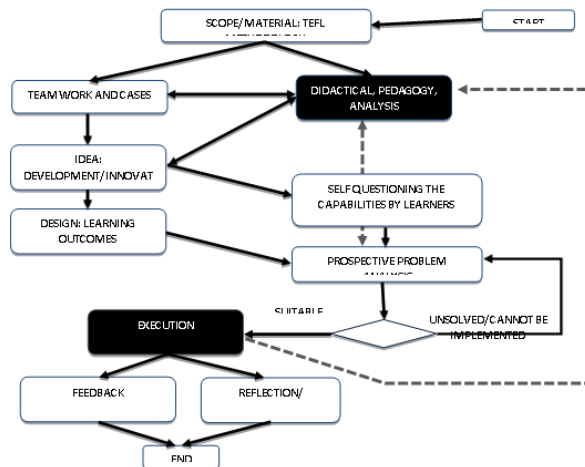


Figure 2. Pedagogical Chart of Teaching TEFL Methodology

FINDING AND DISCUSSION

Result

Case-Based Learning (CBL)

Among the 28 participants enrolled in the Master of Education program, a substantial portion, specifically 15 students (53.6%), espoused a favorable stance regarding the efficacy of case-based learning (CBL) within the context of English language teaching. Furthermore, a noteworthy subset of 11 students (39.3%) went a step further, characterizing CBL as "very effective" in facilitating their pedagogical endeavors. Conversely, a comparatively modest proportion, consisting of only 2 students (7.1%), regarded CBL as "somewhat effective."

These discerning findings collectively reflect a prevailing and predominantly optimistic perception of case-based learning within the sample of participants. This positive orientation is indicative of a widespread recognition of CBL's salient attributes, notably its tangible real-world relevance and its potential for immediate application within their prospective teaching careers. For a more comprehensive visual representation of these findings, please refer to Figure 3.

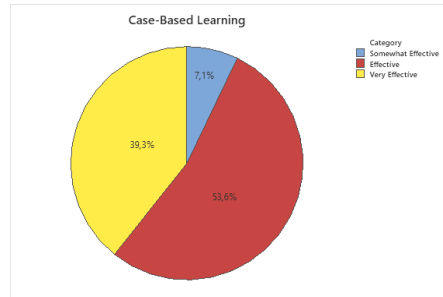


Figure 3. Case-Based Learning (CBL) Effectiveness

Teamwork

Among the 28 participants enrolled in the Master of Education program, 12 students (42.9%) acknowledged case-based learning (CBL) as highly effective in cultivating teamwork. Moreover, an additional 14 students (50%) regarded it as effective for this purpose. In contrast, only 2 students (7.1%) considered it to be somewhat effective in promoting teamwork.

These findings highlight the substantial positive influence of case-based learning on the development of collaboration and teamwork skills among the majority of participants. For a more comprehensive presentation of these results, please refer to Figure 4.

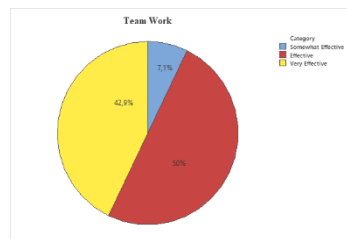


Figure 4. Team Work Effectiveness

Understanding the TEFL Methodology Concepts

During the interviews with participants, when asked about their confidence in understanding and applying TEFL methodology concepts, it was found that 7 students (25%) expressed feeling "very confident." The majority of participants, 18 students (64.3%), reported feeling "confident" in their understanding and application of these concepts. A smaller group of 3 students (10.7%) indicated that they were "somewhat confident" in this regard. For a more comprehensive presentation of these results, please refer to Figure 5.

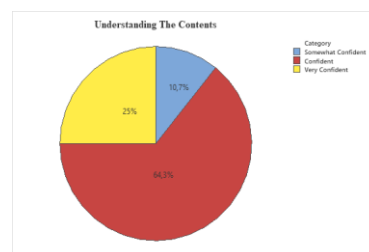
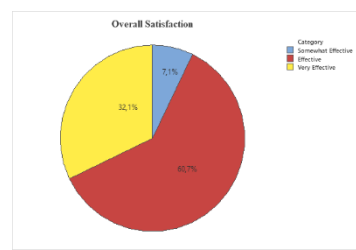


Figure 5. Understanding TEFL Methodology

Overall Satisfaction

Based on the responses of the 28 participants, it was evident that the majority expressed a high



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level of overall satisfaction with the Master of Education program. Specifically, 17 students (60.7%) reported being "effective," indicating a significant degree of contentment and fulfillment with their educational experience. An additional 9 students (32.1%) expressed that they were "very effective," highlighting an even higher level of satisfaction. However, a small minority of 2 students (7.1%) found the program to be "somewhat effective" in meeting their expectations. For a clear visualization can be seen on Figure 6.

Figure 6. Overall Satisfaction

Discussion

Case-Based Learning

The results revealed that a substantial number of students (nearly 54%) reported a significant increase in their levels of engagement during case-based learning activities compared to traditional lecture-based instruction. The majority of those who found CBL effective or very effective also reported being more motivated to learn and actively participate in class discussions, highlighting the impact of case studies on their classroom involvement. A noteworthy discovery is that a significant percentage of students believed that case-based learning significantly improved their critical thinking abilities and problem-solving skills, particularly when addressing complex challenges in English language teaching. These positive outcomes were reported by both students who found CBL effective and those who found it very effective.

Among the participants, many acknowledged that case-based learning fostered better collaboration and communication with their peers. Group discussions and collaborative problem-solving within the context of case studies contributed to improved teamwork skills, which were particularly valued by those who found CBL very effective. While the majority reported positive perceptions, a small minority (7.1%) of participants found case-based learning "somewhat effective." These students may represent those who encountered challenges with the more active and participatory nature of CBL and might benefit from additional support or guidance to fully embrace this approach.

Teamwork

Among the participants who found case-based learning effective or very effective, a significant number reported that this instructional approach substantially enhanced their collaboration and communication skills. They highlighted the value of group discussions and collaborative problem-solving within the context of case studies, which encouraged active engagement and effective communication among peers. The data reveals that case-based learning contributed to improved teamwork dynamics within the Master of Education program. Students who rated it as effective or very effective in promoting teamwork mentioned that they felt more comfortable working in groups and appreciated the diverse perspectives and ideas that arose during case discussions. This improved teamwork dynamic bodes well for their future roles as educators.

While the majority of participants reported positive effects on teamwork, a small fraction (7.1%) of students found case-based learning to be "somewhat effective" in this aspect. These students may have encountered challenges or felt that additional support was needed to fully benefit from the teamwork aspects of this approach. It is worth considering their feedback to make targeted improvements in this area, ensuring that all students can effectively develop their collaboration skills through case-based learning.

Understanding TEFL Methodology

The data suggests that a significant portion of participants feel strongly confident in their grasp of TEFL methodology concepts. This confidence likely stems from their coursework and exposure to various teaching methods and strategies within the Master of Education program. Their strong confidence in these concepts can be seen as a positive outcome of their education, indicating a solid foundation for future teaching endeavors. The majority of participants reported being "confident" in their understanding and application of TEFL methodology concepts. This reflects a generally positive sentiment among the students regarding their preparedness in this area. It implies that the Master of Education program has successfully instilled a sense of competence and self-assuredness in a significant portion of its students concerning TEFL methodology. While the majority expressed confidence, a small but noteworthy group (10.7%) indicated that they were "somewhat confident" in their understanding and application of TEFL

methodology concepts. This finding suggests that there may be room for improvement or additional support in this area for these students. Addressing their specific needs could lead to a more well-rounded and confident cohort overall.

Satisfaction

The results revealed that a substantial portion of participants had a positive experience within the Master of Education program, feeling either "effective" or "very effective" in their overall satisfaction. This suggests that the program has generally met or exceeded their expectations in terms of curriculum, teaching methods, and learning outcomes.

Table 1. Overall Table of Satisfaction and The Effectiveness

Aspects	Not Effective	Somewhat Effective	Effective	Very Effective	Score
28 Participants					
1 Case-Based Learning (CBL)	0	2	15	11	3.21 (effective)
2 Teamwork	0	2	14	12	3.13 (effective)
3 Overall Satisfaction	0		17	9	3.17 (effective)

While the majority expressed high levels of satisfaction, the feedback from the 2 students who found the program "somewhat effective" indicates that there may be areas where improvements could be considered. It is essential to explore their specific concerns and suggestions for enhancement to ensure that the program continually evolves to meet the needs and expectations of all students.

CONCLUSION

Based on the varying levels of confidence reported among students regarding TEFL methodology concepts, it is recommended that the program consider implementing additional support mechanisms. This could involve offering targeted workshops, mentorship opportunities, or supplementary resources to assist students in building their confidence in understanding and applying these concepts effectively.

To cater to diverse learning preferences and styles, it is advisable to diversify the approaches used in case-based learning. This could include incorporating multimedia cases, simulations, or providing more structured guidelines for case analysis. By offering a variety of case-based learning experiences, the program can better accommodate the needs and preferences of its students.

The high level of overall satisfaction reported by most participants underscores the importance of ongoing program evaluation. To ensure that the program remains responsive to changing student expectations and needs, it is recommended to establish a systematic process for gathering and integrating student feedback on a regular basis.

To ensure the relevance and currency of case studies used in the program, it is recommended to establish a system for regular review and update. Engaging educators and practitioners in the field to contribute real-life cases can enrich the variety and authenticity of case materials. Recognizing that students have diverse learning needs and career goals, the program could explore the possibility of offering individualized learning plans. This approach allows students to tailor their educational experiences to align with their specific aspirations within the field of English language teaching.

In conclusion, The data demonstrates that the Master of Education program has been successful in achieving a high level of overall satisfaction among the majority of participants. This reflects positively on the program's alignment with its goals and objectives. However, there is value in carefully considering the feedback of those who expressed somewhat lower satisfaction to ensure that the program continues to evolve and provide a fulfilling educational experience for all students. Furthermore, these recommendations aim to enhance the overall effectiveness and satisfaction of the Master of Education program, based on the research findings. By addressing individual student needs, diversifying instructional approaches, and continuously gathering and acting upon feedback, the program can better empower future English language educators and prepare them for successful teaching careers.

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