JOURNAL LA EDUSCI

VOL. 07, ISSUE 02 (438-454), 2026
DOI: 10.37899/journallaedusci.v7i2.3015

Development of Collaborative Blended Learning Instructional Model Based on the ADDIE Framework to Foster Analytical Writing Skills

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Article Info

Article history:
Received 12 January 2026
Received in revised form 9 February 2026
Accepted 27 March 2026

Keywords:
Collaborative Blended Learning
Writing Skills
Analytical Exposition Text
ADDIE Model
Student Engagement

Abstract

This study explores the implementation of a collaborative blended learning model for teaching English analytical exposition texts. The model was developed using the ADDIE framework, which consists of the stages of analysis, design, development, implementation, and evaluation. The study addresses challenges faced by students, such as difficulties in individual writing tasks and limited experience with collaborative learning. Through a combination of online and offline activities, including the use of digital tools such as Padlet, the collaborative blended learning model encourages interactive group discussions and peer feedback to enhance students' writing skills. The findings indicate a significant improvement in students' writing performance, motivation, and engagement. The developed model also provides an interactive learning environment that facilitates deeper collaboration and active participation among students. This study underscores the potential of integrating collaborative blended learning into writing instruction to address students' challenges and improve learning outcomes.

Introduction

Collaborative blended learning is considered highly effective in improving students' writing abilities. Several studies indicate that this approach has a significant positive impact on students' writing skills. Research by (Devi et al., 2023) demonstrates that the integration of collaborative learning within blended learning significantly enhances writing ability, particularly in terms of syntactic use, vocabulary development, and the effective use of peer feedback. This approach also addresses various limitations commonly found in traditional classrooms, enabling students to work more effectively and flexibly in groups and to improve the structure of their writing through collaboration (Fang et al., 2022)

A study by (Hadjileontiadou et al., 2015)reveals that blended learning helps students develop written communication skills. Through this method, students can increase their self-confidence and interest in writing instruction, particularly in English.(Mamman et al., 2022) In addition, blended learning provides opportunities for students to interact, share information, and access a wide range of online learning resources, thereby enriching their learning experiences (Toyoda, 2015).(Wu & Xu, 2025)

Based on observational findings, students still experience difficulties in writing skills, particularly in composing analytical exposition texts in English. Several factors contribute to these difficulties, including the demand to complete writing tasks individually. Students also

ISSN 2721-0979 (Print), ISSN 2721-1258 (Online)

lack sufficient experience in learning and working collaboratively. Research by Graham and (Langprayoon & Ruangsart, 2024)highlights that individual writing task instruction tends to increase stress and reduce performance, especially among students who have limited writing skills or low confidence in their writing abilities. (Mshayisa, 2022)(Pimdee et al., 2025)

The instructional models used by many teachers also remain largely conventional, in which the teaching process is teacher-centered. In this approach, teachers dominate the learning process, resulting in limited interaction between teachers and students. Consequently, students tend to be passive and less actively engaged in learning activities, particularly in writing tasks (Mamman et al., 2022). (Herayanti et al., 2024)states that teacher-focused instructional models often hinder students' active participation and promote passive attitudes during learning. As a result, students are less encouraged to think critically and collaborate, leading to suboptimal learning outcomes.(Mulyadi et al., 2024)

Another issue encountered in writing instruction is the lack of teacher facilitation for collaborative learning. Several studies indicate that teachers who do not implement collaborative approaches in writing instruction tend to face difficulties in improving students' writing skills. (Utomo et al., 2024)found that the absence of collaboration in writing instruction negatively affects the development of students' writing abilities. (Gao et al., 2021)Without interaction and discussion among students, they often struggle to develop ideas, understand writing structures, and produce higher-quality written work.(Yooyativong & Kamyod, 2023)

Previous studies have also found that students who lack experience in collaborative writing tend to face difficulties in completing individual writing tasks. They miss out on skills that can be developed through group activities, such as brainstorming, providing peer feedback, and jointly constructing ideas. Collaborative writing experiences provide a social context for learning and can enhance students' engagement and confidence in writing. Studies by (Ding & Toran, 2025)this view, showing that collaborative writing helps students improve joint problem-solving skills, develop critical thinking through shared responsibility and peer learning, and ultimately enhance the quality of their writing.

Based on the background discussed above, it is necessary to develop a collaborative blended learning model in the writing instruction process, particularly for the skill of writing analytical exposition texts in English. In line with the conditions and challenges described, previous research by (Weldami & Yogica, 2023)indicates that a collaborative blended learning–based writing environment can reduce writing apprehension and improve writing performance among EFL (English as a Foreign Language) students. This approach not only motivates students to be more actively engaged in learning but also provides opportunities for deeper interaction through a combination of online and face-to-face collaboration. Such conditions support the development of students' writing skills by offering more meaningful and interactive learning experiences (Knowles & Cooner, 2016)(Barana et al., 2024)

Research by(Mshayisa, 2022) emphasizes that computer-based feedback within blended learning environments can support conceptual understanding and enhance writing quality through collaboration in university classroom settings. Group discussions in a blended learning context enable students to interact, exchange ideas, and provide feedback, which ultimately strengthens their writing skills, increases active engagement, and deepens understanding through repeated practice that supports self-directed learning.(So & Brush, 2008)(Lacaste et al., 2022)

The development of a collaborative blended learning model will result in instructional materials that include lesson plans, teaching materials, and evaluation instruments. The

ISSN 2721-0979 (Print), ISSN 2721-1258 (Online)

designed learning model is expected to facilitate a more interactive teaching and learning process and support the development of students' writing skills, particularly in writing English analytical exposition texts.(Vaughan, 2014)(Butarbutar et al., 2023).

Methods

This study employed a developmental research design using a qualitative approach with a descriptive-analytical method. The purpose of this design was to develop and systematically evaluate a collaborative blended learning model for teaching the writing of analytical exposition texts. The study adopted the ADDIE instructional design model (Branch, 2009), which consists of five sequential and interrelated stages: analysis, design, development, implementation, and evaluation. This study employed a developmental research design using the ADDIE model, which consists of five stages: analysis, design, development, implementation, and evaluation (Branch, 2009). In the analysis stage, a comprehensive needs analysis was conducted to identify existing problems in the teaching and learning process, particularly related to students' ability to write analytical exposition texts. This stage also involved examining key instructional components, including learning objectives, teaching strategies, materials, and assessment methods. In addition, performance gaps in classroom interactions between teachers and students were analyzed to determine areas requiring improvement. Based on the findings from this stage, the design stage was carried out by systematically developing the instructional model. This process included formulating clear learning objectives, selecting appropriate blended learning strategies, determining collaborative learning activities, and designing instructional materials as well as assessment tools that are aligned with the intended objectives.

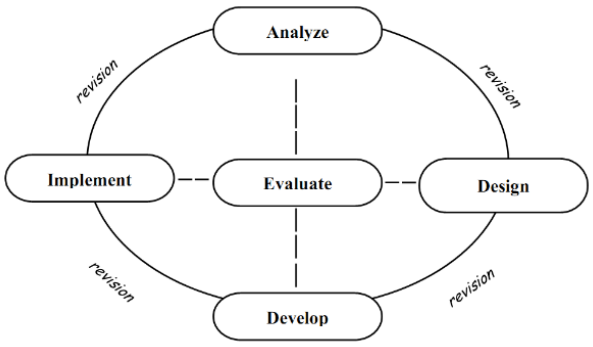

Figure 1. ADDIE Model Procedures

Following this, the development stage focused on transforming the designed model into a concrete product. At this stage, learning materials, digital resources, and collaborative activities were created and organized into a blended learning format that integrates both face-to-face and online learning environments. The implementation stage, involved applying the developed model in an actual classroom setting. The collaborative blended learning model was implemented in teaching analytical exposition writing, allowing students to actively engage in both in-class and online collaborative activities. The evaluation stage aimed to assess the effectiveness of the developed instructional model. Data were collected through observations, interviews, and analysis of students' writing performance. This evaluation focused on measuring the model's impact on students' writing skills, engagement, and interaction patterns. The findings from this stage were then used to refine and improve the instructional model. The final product of this study is a collaborative blended learning model specifically designed to enhance students' ability to write analytical exposition texts effectively.

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Results and Discussion

The analysis stage focuses on five main components: (1) identifying performance gaps, (2) establishing instructional objectives, (3) identifying the target audience, (4) determining the required resources, and (5) selecting potential delivery systems. Based on the results of this analysis, the ideal condition to be achieved in developing the model is the creation of an effective collaborative learning model. This model is designed to enhance students' ability to write analytical exposition texts through collaborative group discussions conducted online using the Padlet application. The analysis of these components serves as the foundation for developing an instructional model that can effectively support students in the learning process. The results of the analysis of the components required for the development are presented as follows:

Table 1. Results of the Analysis Stage

No	Component	Results
1	Performance Gap	a. Ineffective collaborative learning methods and strategies b. Students' learning patterns tend to be individualistic c. English writing instruction is still considered difficult for students
2	Determine Instructional Objectives	a. Learning objectives are not aligned with the targeted learning outcomes b. Learning objectives are not aligned with the instructional methods used
3	Confirmed the intended audience	Eleventh-grade students of the Natural Science stream
4	Identified required resources	a. English textbooks b. Internet access c. Laptops d. Padlet application e. Digital devices (gadgets)
5	Determine potential delivery systems (including cost estimate)	Learning is delivered through both online and offline modes

The results presented in Table 1 indicate several important findings that became the foundation for developing the instructional model. First, in terms of the performance gap, the study identified three major issues in the existing learning process. The collaborative learning methods and strategies applied in the classroom were found to be ineffective, resulting in limited interaction among students. This condition contributed to students' learning patterns becoming predominantly individualistic rather than collaborative. Furthermore, English writing instruction particularly analytical exposition textswas still perceived as difficult by students, indicating a need for more supportive and engaging instructional approaches. Second, regarding the determination of instructional objectives, the findings revealed a lack of alignment between learning objectives and the expected learning outcomes.

In addition, the objectives were not well integrated with the instructional methods used in the classroom. This misalignment potentially reduced the effectiveness of the teaching and learning process, as the activities conducted did not fully support the intended competencies. Third, the target audience of the study was clearly defined as eleventh-grade students in the

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Natural Science stream. This specification is important to ensure that the developed instructional model is appropriate for the students' academic level, learning needs, and subject context. Fourth, the study identified several required resources to support the implementation of the instructional model. These include English textbooks, internet access, laptops, the Padlet application, and other digital devices. The availability of these resources indicates that the learning model is designed to integrate technology and support blended learning environments. Finally, in terms of the delivery system, the study determined that learning would be conducted through a combination of online and offline modes. This blended approach was selected to facilitate flexibility, increase student engagement, and support collaborative learning both inside and outside the classroom.

Explanation of the Design Stage

The design stage builds upon the findings from the analysis stage and focuses on structuring the instructional model through three main components. The first component, task inventory, involves identifying and organizing the sequence of learning activities carried out by both teachers and students. These activities are systematically arranged to ensure that each step of the learning process contributes to the achievement of the instructional objectives. By clearly mapping out the tasks, the learning process becomes more structured, interactive, and goal-oriented. The second component, composing performance objectives, focuses on formulating clear and measurable learning objectives. Each objective is developed based on three key elements: performance (what students are expected to do), condition (the context or situation in which the performance occurs), and criteria (the standard used to measure success). This structured formulation ensures that the objectives are specific, observable, and aligned with the targeted competencies in writing analytical exposition texts.

The third component, generating a testing strategy, involves designing assessment methods to evaluate students' learning outcomes. The assessment strategies are developed to measure both individual and collaborative learning processes in online and offline settings. These strategies aim to assess students' ability to produce analytical exposition texts, as well as their participation in collaborative activities. By integrating both formative and summative assessments, the evaluation process becomes more comprehensive and reflective of students' actual performance. Overall, the design stage ensures that the instructional model is systematically planned, aligned with the identified needs, and capable of addressing the previously identified performance gaps. The outcomes of this stage are further detailed in Table 2, which presents the structured design of the instructional model.

Table 2. Results of the Design Stage

No	Component	Results
1	Conduct a task inventory	1. Blended collaborative learning involving direct communication and written discussions to understand and produce English analytical exposition texts online. 2. Instructing students to discuss with their groups to express their understanding of collaborative learning. 3. Instructing students to understand the concepts of blended and online learning. 4. The teacher guides students to collaborate, discuss, and present the results of their identification of the definition, social function, generic structure, and

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		language features of English analytical exposition texts.
2	Compose Performance objective	1. Practicing Collaborative Blended Learning **Performance** Students form collaborative groups and engage in face-to-face discussions as well as written (online) discussions using the Padlet application. **Condition** Students discuss directly within their groups and present their understanding of collaborative learning concepts, as well as conduct written online discussions using the Padlet application. **Criteria:** Students are able to present their conceptual understanding and practice collaborative writing online using the Padlet application. 2. Writing English Analytical Exposition Texts **Performance** Students identify and practice the steps of writing by composing a complete analytical exposition text (thesis statement, arguments, and reiteration). **Condition** Students write according to proper procedures by appropriately determining the topic, arguments, and conclusion. **Criteria** Each group produces one analytical exposition text online and receives feedback from other groups for revision.
3	Generate testing strategi	1. Preparing assessment strategies to evaluate students' collaborative skills both offline and online. 2. Preparing assessment strategies to evaluate students' ability to understand and compose simple analytical exposition texts.

The products generated in this development phase include a Collaborative Blended Learning Model book, lesson plans (Rencana Pelaksanaan Pembelajaran/RPP), teaching materials, and learning evaluation sheets. The Collaborative Blended Learning Model book is produced in A4 size with 80-gram paper, using Times New Roman font at 12-point size, 1.5 line spacing, and portrait or landscape orientation as needed, with appropriate color usage. The designed learning model follows the syntax of collaborative learning, in which students actively engage in joint writing activities both offline and online, with the teacher acting as a facilitator. Students' learning outcomes are aligned with the predetermined instructional objectives.

The developed lesson plans include several components, namely subject identity, core and basic competencies, learning objectives, learning materials, instructional media, learning strategies (approaches and methods), learning resources, learning activities, and learning evaluation. The approach emphasizes student-centered learning, employing small-group discussion methods. The outlined learning steps support the collaborative writing process,

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particularly in writing English analytical exposition texts. The teaching materials are developed in accordance with the designed lesson plans and tailored to the needs of analytical exposition writing instruction. Meanwhile, the learning evaluation sheets are designed to assess students' English analytical exposition writing skills based on five main indicators: (1) content, (2) organization, (3) vocabulary, (4) language use, and (5) mechanics.

Prior to implementation, the learning model and instructional materials were reviewed and validated by model experts and subject-matter experts to ensure their effectiveness. Each product was evaluated based on specific assessment aspects. The learning model was assessed in terms of content validity, construct validity, and the appropriateness of the test types used. The lesson plans were evaluated based on the clarity of subject identification, alignment with core and basic competencies, clarity of achievement indicators, alignment with learning objectives, and the suitability of the approach, methods, materials, media, learning activities, and assessment procedures. The teaching materials and learning evaluation instruments were assessed in terms of content, presentation, format, and language. The results of this development stage are presented in Table 3.

Table 3. Results of the Development Stage

No.	Component	Results
1	Generate Content	Producing a Collaborative Blended Learning instructional model along with its supporting instructional materials, including teaching materials and evaluation formats that support the collaborative learning process.
2	Develop supporting media	The media used in the Collaborative Blended Learning model include offline and online group discussions; class notes, whiteboards, PowerPoint slides, videos, and digital whiteboard applications such as Padlet. Students collaborate on writing tasks and learning activities by observing and reflecting on group work outcomes..
3	Develop guidance for the students	Developing guidelines for students to carry out collaborative learning activities as well as guidance for writing analytical exposition texts. These guidelines are incorporated into the lesson plans designed to support the learning model.
4	Develop guidance for the teacher	Developing lesson plans (RPP), teaching materials, and evaluation formats to guide teachers in implementing instruction using this model.
5	Conduct formative Revision	Conducting formative revisions of the learning model and instructional materials based on evaluations from learning model experts and subject-matter experts (see Tables 4 and 5). These revisions aim to improve the quality of the materials prior to implementation.
6	Conduct a Pilot Test	Conducting a pilot test of the learning model at SMAN 3 Palu to evaluate the effectiveness of the model in an authentic learning environment.

Based on the table above, the development stage of this study produced several key components that support the construction of a comprehensive Collaborative Blended Learning model. First, in the generate content component, the study produced a Collaborative Blended Learning

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instructional model accompanied by supporting instructional materials. These materials include teaching resources and evaluation formats specifically designed to facilitate the collaborative learning process. The development of this content ensures that the model is not only conceptual but also practical and ready for classroom application. Second, in the development of supporting media, a variety of instructional media were designed to accommodate both offline and online learning environments. These include group discussions (face-to-face and virtual), class notes, whiteboards, PowerPoint presentations, instructional videos, and digital whiteboard applications such as Padlet. The integration of these media aims to enhance student engagement and promote collaboration in completing writing tasks. Through observing and reflecting on group work outcomes, students are encouraged to develop critical thinking and collaborative skills.

Third, in the development of student guidelines, structured guidance was created to assist students in participating in collaborative learning activities as well as in writing analytical exposition texts. These guidelines provide clear instructions and expectations, helping students navigate each stage of the learning process effectively. Moreover, the guidelines are integrated into the lesson plans to ensure alignment with the overall instructional design. Fourth, in the development of teacher guidelines, instructional documents such as lesson plans (RPP), teaching materials, and evaluation formats were developed to support teachers in implementing the model. These guidelines provide a systematic framework that helps teachers manage and facilitate collaborative blended learning effectively in the classroom. Fifth, in the formative revision component, revisions were carried out based on feedback from experts in instructional design and subject matter. This process aimed to refine and improve the quality, clarity, and feasibility of both the learning model and its supporting materials before implementation. Finally, in the pilot testing component, the developed learning model was tested in a real classroom setting at SMAN 3 Palu. This pilot test was conducted to evaluate the effectiveness and practicality of the model in an authentic learning environment. The results of this stage provided empirical insights into the strengths and limitations of the model, which were then used for further refinement.

Table 4. Summary of Feasibility Evaluation Results Before Revision

Aspects evaluated	Validity (%)	Reliability (%)	Category
Learning Model	75	73	Valid/Reliable
Learning Model	75	73	Valid/Reliable
Lesson Plan	65	63	Valid/Reliable
Teaching Material	70	69	Valid/Reliable
Learning Evaluation	63	65	Valid/Reliable

The table presents the results of the validation and reliability assessment of the developed instructional components in the Collaborative Blended Learning model. Overall, the findings indicate that all components fall within the valid and reliable category, suggesting that the developed model and its supporting materials are appropriate for implementation in the learning process. First, the learning model obtained a validity score of 75% and a reliability score of 73%, which indicates that the model is considered both valid and reliable. These results suggest that the structure, design, and underlying principles of the model are appropriate and consistent for supporting collaborative blended learning. The repetition of this component in the table may reflect validation by different experts, which further strengthens the credibility of the results. Second, the lesson plan achieved a validity score of 65% and a reliability score of 63%. Although these scores are slightly lower compared to the learning model, they still fall within the acceptable range. This indicates that the lesson plan is generally appropriate, but

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may require minor revisions to improve alignment between objectives, activities, and assessment strategies.

Third, the teaching materials obtained a validity score of 70% and a reliability score of 69%, indicating that they are sufficiently valid and reliable for instructional use. These results suggest that the materials are relevant, understandable, and supportive of the learning objectives, particularly in facilitating students' writing of analytical exposition texts. Finally, the learning evaluation component received a validity score of 63% and a reliability score of 65%. These results indicate that the assessment instruments are acceptable but may benefit from further refinement to enhance their accuracy and consistency in measuring students' learning outcomes. In summary, all evaluated components meet the minimum criteria for validity and reliability, confirming that the developed Collaborative Blended Learning model and its supporting instruments are feasible for classroom implementation. However, several components particularly the lesson plan and evaluation instruments may require further improvement to optimize their effectiveness.

Table 5. Summary of Feasibility Evaluation Results of the Learning Model After Revision

Aspects Evaluated	Validity (%)	Reliability (%)	Category
Learning Model	91	97	Valid/Reliable

Table 6. Summary of Feasibility Evaluation Results of the Instructional Materials After Revision

Aspects Evaluated	Validity (%)	Reliability (%)	Category
Lesson Plan (RPP)	93	97	Valid/Reliable
Teaching Material	92	94	Valid/Reliable
Learning Evaluation	94	94	Valid/Reliable
Average	93	95	Valid/Reliable

The table presents the results of the validation and reliability testing of the developed instructional components, including the lesson plan, teaching materials, and learning evaluation instruments. The findings demonstrate that all components achieved very high scores and are categorized as valid and reliable, indicating their strong feasibility for implementation. First, the lesson plan (RPP) obtained a validity score of 93% and a reliability score of 97%. These results indicate that the lesson plan is highly appropriate in terms of content, structure, and alignment with learning objectives. The high reliability score also suggests that the instrument used to evaluate the lesson plan is consistent, reflecting stable and dependable measurement. Second, the teaching materials (bahan ajar) achieved a validity score of 92% and a reliability score of 94%. These scores suggest that the materials are highly relevant, well-structured, and suitable for supporting the learning process. In addition, the high reliability indicates that the evaluation of these materials is consistent across different assessments.

Third, the learning evaluation component (evaluasi pembelajaran) obtained a validity score of 94% and a reliability score of 94%. This indicates that the assessment instruments are highly appropriate for measuring students' learning outcomes, particularly in assessing their ability to produce analytical exposition texts. The balanced scores also reflect a high level of consistency in the evaluation process. The average validity score of 93% and reliability score of 95% confirm that all instructional components meet a very high standard of quality. These results suggest that the developed materials and instruments are not only valid in content but also reliable in their application, making them highly suitable for use in implementing the Collaborative Blended Learning model. The high validity and reliability scores across all

ISSN 2721-0979 (Print), ISSN 2721-1258 (Online)

components indicate that the developed instructional design is robust, consistent, and ready for effective application in real classroom settings without requiring significant revision.

Table 7. Results of the Implementation Stage

Component	Results
Prepare the teacher	Mentoring and team teaching were conducted to ensure alignment between the lesson plan and the implementation of English instruction using collaborative methods.
Prepare the students	Students were divided into several groups to implement collaborative writing learning both online and offline using the Padlet application. Students actively participated in the learning process.

The table presents the results of the implementation stage, which focuses on the preparation of both teachers and students prior to and during the application of the Collaborative Blended Learning model. First, in the teacher preparation component, mentoring and team teaching activities were conducted to ensure that teachers fully understood and were able to implement the instructional model effectively. This process aimed to align the lesson plans (RPP) with actual classroom practices, particularly in applying collaborative learning methods in English instruction. Through mentoring, teachers received guidance and feedback, while team teaching allowed for shared responsibility and reflection, thereby enhancing instructional consistency and quality.

Second, in the student preparation component, students were organized into several groups to facilitate collaborative learning activities. These groups were engaged in writing tasks both online and offline, utilizing digital tools such as the Padlet application. The use of blended learning environments enabled students to interact, share ideas, and collaboratively construct analytical exposition texts. The results indicate that students actively participated in the learning process, demonstrating increased engagement and collaboration compared to traditional individual learning approaches. The implementation stage shows that both teacher readiness and student involvement were effectively established. The structured preparation of teachers and the active engagement of students contributed to the successful application of the Collaborative Blended Learning model in the classroom.

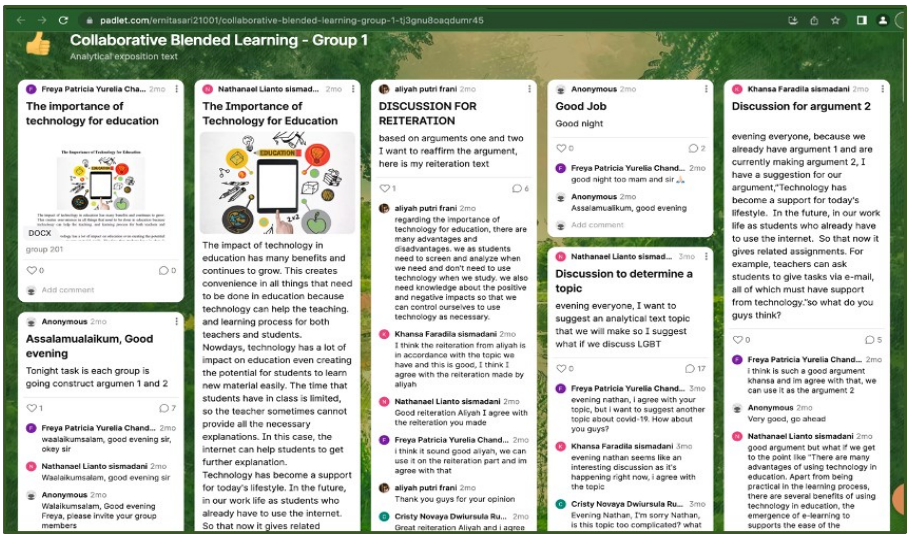

Figure 2. The padlet of Collaborative Blended Learning

ISSN 2721-0979 (Print), ISSN 2721-1258 (Online)

The evaluation stage is a crucial component of the instructional development process. According to Robert Maribe Branch (2009:21), the quality of both the product and the learning process should be assessed before and after implementation. This assessment includes two types of evaluation: formative and summative evaluation.

Table 7. Results of the Evaluation Stage

No	Action	Results
1	Determine evaluation criteria	Evaluation was conducted based on the following criteria: a. Each group member contributes through discussion and provides ideas in the online text composition process. b. Students compose analytical exposition texts based on the generic structure of the text.
2	Select evaluation tool	The evaluation tools used include: (a) tests, (b) questionnaires, and (c) Likert scales.
3	Conduct evaluation	The evaluation was conducted online, with the teacher actively involved in interacting with student groups.

The table presents the results of the evaluation stage, which focuses on assessing the effectiveness of the Collaborative Blended Learning model through clearly defined criteria, appropriate evaluation tools, and systematic implementation of the evaluation process. First, in the determination of evaluation criteria, the assessment was based on two main aspects. The first criterion emphasizes students' participation in collaborative activities, where each group member is expected to actively contribute ideas and engage in discussions during the online text composition process. This criterion reflects the importance of collaboration as a core component of the learning model. The second criterion focuses on students' ability to compose analytical exposition texts in accordance with the appropriate generic structure. This ensures that the evaluation not only measures collaboration but also assesses the quality of students' writing outcomes. Second, in the selection of evaluation tools, the study employed a combination of instruments, including tests, questionnaires, and Likert scales. Tests were used to measure students' writing performance, particularly their ability to produce analytical exposition texts. Questionnaires and Likert scales were utilized to capture students' perceptions, attitudes, and levels of engagement in the collaborative blended learning process. The use of multiple instruments allows for a more comprehensive evaluation by covering both cognitive outcomes and affective aspects of learning.

Third, in the implementation of the evaluation process, the evaluation was conducted in an online setting. During this process, the teacher played an active role in monitoring and interacting with student groups. This interaction enabled the teacher to provide immediate feedback, guide discussions, and ensure that all students were participating effectively. The online evaluation environment also supported flexibility and continuous observation of students' collaborative performance. The evaluation stage demonstrates that the assessment process was systematically designed and implemented to measure both students' collaborative engagement and their writing competence. The integration of clear criteria, diverse evaluation tools, and active teacher involvement contributed to a comprehensive and effective evaluation of the learning model.

Table 8. Summary of Students' Response Results

Aspects Evaluated	Students' Response (%)	Category
Learning Activities	80	Very Good
Teaching Materials	85	Very Good

ISSN 2721-0979 (Print), ISSN 2721-1258 (Online)

Teacher's Teaching Behavior	85	Very Good
Learning Outcomes / Impact	90	Very Good

The table presents the results of students' responses toward the implementation of the Collaborative Blended Learning model. Overall, all evaluated aspects fall into the "Very Good" category, indicating a highly positive perception of the learning process. First, the learning activities aspect obtained a score of 80%, which is categorized as very good. This result indicates that students perceived the learning activities as engaging, interactive, and supportive of collaboration. The integration of online and offline activities enabled students to participate actively and work effectively in groups. Second, the teaching materials aspect achieved a score of 85%, also categorized as very good. This suggests that the materials provided were clear, relevant, and helpful in supporting students' understanding of analytical exposition texts. The materials were considered appropriate for facilitating both individual comprehension and collaborative work.

Third, the teacher's teaching behavior received a score of 85%, reflecting students' positive perceptions of the teacher's role during the learning process. This indicates that the teacher was effective in guiding, facilitating, and supporting students throughout the collaborative blended learning activities. The teacher's active involvement contributed to a more structured and meaningful learning experience. The learning outcomes or impact aspect obtained the highest score of 90%, which also falls into the very good category. This result demonstrates that students perceived significant benefits from the learning model, particularly in improving their writing skills and collaborative abilities. It also indicates that the implementation of the model had a strong positive impact on students' overall learning experience. The consistently high scores across all aspects confirm that students responded very positively to the Collaborative Blended Learning model. These findings suggest that the model is effective in enhancing student engagement, supporting learning processes, and improving learning outcomes.

Based on the evaluation results from the instructional design expert team, the Collaborative Blended Learning model achieved a validity score of 91%, which falls into the very valid category. Therefore, the model is considered feasible for use in the learning process. The objectives of developing this model are also aligned with students' needs, particularly in enhancing their self-confidence in writing and developing their skills in writing English analytical exposition texts (Stepanous et al., 2023) In addition, the reliability test results indicate a score of 97%, with Cronbach's Alpha exceeding 0.8. This demonstrates that the Collaborative Blended Learning model has strong reliability and is thus appropriate for instructional use (Ding & Toran, 2025).

The instructional materials consist of lesson plans (RPP), teaching materials, and learning evaluation instruments. The average evaluation score provided by subject-matter experts for the instructional materials within the Collaborative Blended Learning model is 93%. This score falls into the very valid category (Ibrahim Maulana Syahid et al., 2024).

Based on the analysis of students' response results, it was found that approximately 53% of students perceived writing skills instruction particularly in writing analytical exposition texts as the most challenging aspect of learning. This finding is consistent with previous studies indicating that writing is one of the most difficult skills for students to master (Torang Siregar, 2025) Therefore, it is important for teachers to give greater attention to the development of this skill and to identify the factors contributing to students' difficulties in writing. Several factors influencing students' writing difficulties require special attention from teachers so that effective solutions can be identified (Spatioti et al., 2022)

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Furthermore, the analysis revealed that approximately 93% of students completed writing tasks individually, while only 7% worked in pairs. This indicates that students have limited experience collaborating with classmates to complete English writing tasks. This finding contrasts with the concept of collaborative learning recommended in educational literature, which emphasizes the importance of collaboration in learning (Lid et al., 2021;Toyoda, 2015). further note that interaction and active participation are essential characteristics of collaborative learning. Through interaction among members of small groups, whether face-to-face or in online learning environments, academic support is fostered, enabling each group member to actively participate, take responsibility, share ideas, opinions, and knowledge, and collaboratively solve problems to produce collective outcomes. This learning concept supports the notion that active student engagement in the learning process can enhance students' cognitive, learning, and emotional behaviors (Langprayoon & Ruangsart, 2024).

Collaborative learning not only emphasizes cooperation but also focuses on students' ability to actively construct knowledge together through collaborative processes. According to constructivist theory, learning is a process of generating meaning and knowledge from individual experiences. Constructivist learning theory strongly supports the implementation of collaborative learning models (Mamman et al., 2022).

The positive effects of collaborative learning extend beyond cooperation, as it also helps students construct shared knowledge. (Herayanti et al., 2024)demonstrates that collaborative learning has a significant impact on students' academic motivation and conceptual understanding. (Serrano-Mendizábal et al., 2023). Students tend to be more enthusiastic about learning when they actively participate and interact with their group members.(Mulyadi et al., 2024)

Furthermore, the analysis reveals that teachers have not sufficiently facilitated collaborative learning. A study by (Chen et al., 2022), highlights that although collaborative learning is effective in improving writing skills, teachers often lack the skills to apply effective collaborative methods and to utilize technologies that support collaboration. (Langprayoon & Ruangsart, 2024)This limitation results in suboptimal implementation, particularly in writing skills instruction.(Pimdee et al., 2025)

At the design stage, the learning model and instructional materials were aligned with learning objectives, activities, and assessment strategies that are consistent with the developed model. A study from the University of Waterloo (2023) emphasizes the importance of alignment in blended learning. In instructional design, each learning activity and material should be directly connected to the learning objectives, and the assessments employed should ensure that each student achieves the expected competencies (Agbi & Yuangsoi, 2022; Zhao & Cao, 2023).

At the development stage, the learning model and instructional materials were developed in alignment with the design established in the previous stage to meet educational needs and improve learning outcomes (Herayanti et al., 2024)Subsequently, the developed model and instructional materials were pilot-tested prior to field implementation. Formative evaluation was also conducted at this stage by collecting data in the form of feedback and expert opinions.(Hanafi et al., 2021). These data served as the basis for revising the learning model and instructional materials before the implementation stage, thereby ensuring more effective instruction and improved learning outcomes (Han & Ellis, 2021).

At the implementation stage, it was essential to involve teacher preparation through mentoring and team teaching to ensure a thorough understanding of the learning model to be applied, thereby maximizing instructional quality (Sendi & Alhumsi, 2023)Students were also

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organized into small groups to facilitate the application of the collaborative learning model both offline and online. This model was designed to promote interaction and active student participation and to help students achieve learning objectives through structured collaboration (Agustina et al., 2024; Arifin et al., 2019). After the model was implemented, a summative evaluation was conducted by asking students to complete a response instrument to assess the learning model. (Butarbutar et al., 2023)The evaluation results indicated positive responses toward learning activities, teaching materials, teacher instructional behavior, and learning outcomes within the collaborative model. This finding demonstrates that collaborative learning can enhance student participation and learning outcomes (Sendi & Alhumsi, 2023). Subsequently, students were given a test to measure their ability to compose analytical exposition texts in English (Pratiwi, 2021). The test results showed that all students achieved scores above the average, indicating that collaborative learning effectively improved students' skills in composing analytical exposition texts (Lovey et al., 2021; Hasanuddin et al., 2019).

Conclusion

This study successfully developed and implemented a collaborative blended learning instructional model using the ADDIE approach to enhance students' skills in writing analytical exposition texts. The model effectively integrates online and offline collaborative activities, supported by digital tools such as Padlet, to create an interactive learning environment that fosters active student participation. The findings indicate that the developed model is capable of addressing various challenges faced by students, including difficulties in individual writing tasks and limited collaborative experience. Formative and summative evaluations confirm that the model is valid and reliable, demonstrating a high level of effectiveness in improving students' writing performance, motivation, and engagement. This instructional model is not only relevant for enhancing writing skills but also has the potential to be applied in various other learning contexts, thereby contributing to the development of more effective modern instructional methods.

Acknowledgment

The researcher sincerely thanks all individuals and institutions who contributed to the completion of this study entitled "Development of Collaborative Blended Learning Instructional Model Based on the ADDIE Framework to Foster Analytical Writing Skills," especially the supervisors for their valuable guidance, the participating teachers and students for their cooperation, as well as colleagues and family for their continuous support and encouragement throughout the research process.

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