Students' Perception of Teaching and Learning And Its Use In Quality Assurance

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ABSTRACT

In this research, we explore students' perceptions of teaching and learning, focusing on its relevance to quality assurance. Employing a quantitative method, we aim to understand the extent to which students on English Education Department, Faculty of Education and Vocational Science value various instruments associated with their perceptions of teaching and learning in the context of quality assurance. Data was Collected from thirty respondents using questionnaire. The study's findings reveal that students consistently recognize the significance of teaching and learning practices in maintaining quality assurance, as explicitly the mean score as Moderate (M=3.91). As a conclusion drawn from these results, it is imperative for educators to strategically enhance students' interest in order to amplify the perceived value of teaching and learning processes, thereby contributing to an enriched educational experience and reinforcing the overall quality assurance framework.

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1. INTRODUCTION

The analysis of the student's perspective necessitates an exploration of various responses that are contingent upon the viewpoints of the students (Singh et al., 2023). Moreover, there exists a multitude of topics that warrant investigation once the primary factors or significant elements that have influenced students from their standpoint are identified. As educators in the field of English as a Foreign Language (EFL), we are cognizant of the importance of our pedagogical and learning processes, as well as the feedback we receive from our students. Moving forward to the subsequent phase, previously overlooked information may be uncovered, thereby facilitating further examination of other critical subjects (Wang et al., 2018). This particular study meticulously scrutinizes several factors about students' perceptions of the teaching and learning environment and their utilization in ensuring the provision of quality education.

The tools utilized for assessing students' perspectives derive from the research titled "Development of a Questionnaire for Assessing Students' Perceptions of Teaching and Learning and its Use in Quality Assurance" (Kember & Leung, 2009). Multiple instruments were examined, commencing with an evaluation of students' capacity for critical thinking. The aim was to grasp their outlook on the teaching and learning process, as well as the key factors that have shaped the development of their critical thinking skills. Critical thinking is widely regarded as one of the most crucial abilities in the 21st century (Trúsiková & Velmovská, 2022). Consequently, educators tailor their instructional practices to foster the cultivation of students' critical thinking skills. As a result, the fundamental question was reevaluated: how do students perceive the teaching and learning environment when actively engaging in critical thinking? Additionally, their creativity was assessed, given its utmost importance in the 21st century (Nazhifah et al., 2023). To enhance their understanding of ingenuity, statements were provided, which were obtained through the formulation of a survey designed to evaluate students' perspectives (Kember & Leung, 2009). Evaluating their creativity is crucial, and to accomplish this, a statement on their innovative thinking was incorporated into the subsequent questionnaire.

Another instrument that we examined concerning the perceptions of students is their self-regulation in the realm of teaching and learning. The ability to manage oneself is highly significant for students as it empowers them to make decisions, whether on an individual basis or within a group context. In essence, we have achieved a deeper level of understanding by gauging the extent to which students' scores or values improve after receiving instruction in teaching and learning (Pylväs et al., 2022). Consequently, we evaluated and offered additional instructional approaches to enhance their self-regulation abilities.

An incredibly valuable and necessary skill that students need to learn is how humans produce language. Every academic field or area requiring specialized knowledge needs this ability. Furthermore, good communication is a vital skill (Miletic & Djordjevic, 2022) that aspiring physicians and medical students need to master to guarantee that they have strong communication skills when interacting with patients. In addition, it allowed us as teachers to evaluate student's performance since it included their perception of communication skills as 21st-century competencies in the teaching and learning process (Papageorgiou et al., 2023). We become conscious of the chance to determine whether or not our strategy is appropriate. Still, regular students should also take note of this. In this regard, we examine how they can improve their communication abilities for both quality assurance and teaching and learning. A few other tools we looked at were computer literacy, teaching for understanding, problem-solving skills, interpersonal and group work, adaptability, assessment, feedback to evaluate learning, teacher-student relationships, workload, cooperative learning, and curriculum coherence (Kember & Leung, 2009). We hope to determine the teacher's level and amount of knowledge by administering the above exam. The following research question is thus addressed in this study: How is students' perception of teaching and learning and its use in quality assurance?

2. METHODS

A survey study was the plan for this quantitative investigation. According to (Creswell, 2012), the survey was cross-sectional, intending to draw generalizations from a sample to the population. This study was carried out at the English Education Department, Faculty of Education and Vocational Studies, in one of the universities in Riau, between September 2023 and January 2024. Views of teaching and learning in English as a Foreign Language classrooms among the students served as the research variable. In all, thirty English students participated in this study using a convenience sampling. A questionnaire (adapted from (Kember & Leung, 2009)) consists of 17 indicators with 35 statements served as the study's instrument. To test the instrument, a statistical descriptive analysis of deductive content was

conducted using SPSS. A review by subject matter experts confirmed the validity of the instrument.

There are 17 indicators in assessing students' perception of teaching and learning and its use in quality assurance: 1) critical thinking(cri thi), 2) creative thinking(cre thi), 3) self-managed learning(sml), 4) adaptability(adapt), 5) problem-solving(ps), 6) communication skill(commu skill), 7) interpersonal skill and group-work(intp-skill and g-work), 8) computer literacy(cmpt literacy), 9) active learning(a-learning), 10) teaching for understanding(tch for underst), 11) feedback to assist learning(fback to asst-learning), 12) assessment(asmnt), 13) relationship between teacher and student(rel btwn tchr and stdnt), 14) workload(wload), 15) relationship with another student(rel wth anthr stdnt), 16) cooperative learning(coo learning), 17) coherence of curriculum(coh of curr) by (Kember & Leung, 2009) were used to analyze the students' questionnaire scores. The research team classified the means into the Katz and Kahn Range Likert Scale (1978) as follows after utilizing descriptive statistics to analyze the data: The introduction should contain the research methodology. The research approach, study objects, the way the procedure is carried out, materials and equipment used, and data collection and analysis methods are all explained in the method.

Table 1. Katz & Khan's Likert Scale Range

No	Range	Category
1	1.00 – 2.49	Low
2	2.50 – 3.99	Moderate
3	4.00 – 5.49	Hight
	Katz & Khan's (1978) Likert Scales Range	

3. FINDINGS AND DISCUSSION

3.1 Findings

Students' perceptions of teaching and learning were ascertained in this research, and their application to instruments was examined. The result of Each instrument reflects how students view the value of critical thinking, creative thinking, self-managed learning, adaptability, problem-solving, communication skills, computer literacy, active learning, teaching for understanding, feedback to assist learning, assessment, the relationship between teacher and student, workload, relationship with another student, cooperative learning and coherence of curriculum. In the context of English Language Teaching (ELT), Each statement provided presents an explanation of the instrument that will undergo evaluation. The number of statements per instrument is two, except for the assessment instrument itself, which consists of three statements. Overall, there are a total of 17 instruments, encompassing 35 questions. Research findings must have enough data to back them up. As previously mentioned in the introduction, the research findings and results must provide the answers to the research questions.

Table 2. Students' Perceptions of teaching and learning

Instruments	Statements	M	SD
Cri Thi	I've improved my capacity to evaluate opposing viewpoints.	3.90	.803
	My willingness to examine alternative viewpoints has increased.	4.10	.662
Cre Thi	My ability to take initiative has been urged.	3.90	.712
	I'm supposed to be thinking of fresh concepts.	3.93	.691
SML	I have confidence in my ability to be accountable for my own education.	3.83	.791

Instruments	Statements	M	SD
Adapt	My self-assurance regarding my capacity to seek additional education has increased.	3.90	.803
	I've developed my ability to be more flexible while attending college.	4.00	.643
	My willingness to adjust my opinions and embrace new concepts has grown.	3.97	.718
PS	In my field of study, I've become more adept at applying knowledge to solve challenges.	3.90	.548
	My ability to solve problems involves combining various ideas and information.	3.93	.785
Commu Skills	My proficiency in interpersonal communication has improved.	3.97	.615
	In my time at University I have improved my ability to convey ideas.	4.00	.695
Intp-Skill and G-Work	My knowledge has improved my ability to work well in a team.	3.93	.583
	Working with a diverse group of people gives me confidence.	3.93	.691
Cmpt literacy	Whenever it's required, I have no trouble using computer programs.	3.97	.669
	My knowledge of presenting information using computers has increased.	3.97	.615
A-learning	We employ a range of teaching strategies among our faculty.	3.90	.700
	Participation in class is an opportunity provided to students.	3.90	.624
Tch for underst	The instructors make a sincere effort to aid in our comprehension of the subject matter.	3.77	.858
	Students' understanding of the course material is aided by the design of the course.	3.73	.868
Fback to Asst-Learning	In situations where I am having trouble understanding the course materials, the teachers' explanations are helpful.	3.80	.714
	To guarantee that we gain knowledge from our work, there is ample feedback on tasks and assignments.	4.00	.643
Asmnt	Many assessment techniques are used in the program.	3.80	.761
	Good analytical skills are required to perform well on the program's assessment.	4.00	.643
	Our grasp of the main ideas covered in this program was evaluated through the assessment.	4.07	.583
Rel Btwn Tchr and Stdnt	Students and faculty members communicate well with one another.	3.90	.662
	If I have questions, I find the teaching staff to be quite helpful.	4.03	.556
Wload	Without experiencing excessive stress, I successfully fulfill the program's requirements.	3.87	.730
	We have a reasonable expectation regarding the amount of work we will accomplish.	3.93	.785
Rel Wth Anthr Stdnts	My class group is where I truly feel like I belong.	3.83	.592
	In my classes, collaboration is a common occurrence.	3.93	.640

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Instruments	Statements	M	SD
Coo Learning	I have frequently discussed ideas from courses with other students out-of-class.	3.80	.664
	I've had many conversations with other students outside of class about concepts from my courses.	3.97	.669
Coh of Curr	I understand how the classes for my major fit together to form a logical study plan.	3.87	.681
	My major had a well-integrated course of study.	3.93	.691

Note: M and SD are calculated using a Likert scale (1-5) with the options "Strongly Agree = 5", "Agree = 4", "Neutral = 3", "Disagree = 2", and "Strongly Disagree = 1".

Table 2 illustrates that the instrument for assessing critical thinking demonstrates a moderate level of agreement with one particular statement. We observe that the average score for this statement is 3.90, which aligns with the moderate range of the Likert scale, specifically 2.50-3.99. Conversely, about the statement "My willingness to examine alternative viewpoints has increased" the average score obtained is 4.10, indicating a higher level of agreement according to the Likert scale. In essence, students tend to express their critical thinking more frequently about the latter statement, as opposed to the first statement, which is typically less emphasized by students.

On the aspect of creative thinking, it is evident that all the statements indicate that the average score is at a moderate level. The same observation applies to self-managed learning, problem-solving, computer literacy, interpersonal and group-work, active learning, teaching for understanding, workload, relationship with other students, cooperative learning, and the coherence of the curriculum. The evidence suggests that all the statements related to these aspects have an average score below 4.00. Therefore, it can be concluded that these aspects are perceived to be at a moderate level. As a result, students commonly consider these aspects in the context of teaching and learning.

On the opposing side of spectrum, there exist instruments that possess a high level range in accordance with the Likert scale. In regards to the aspect of adaptability, the statement "I've developed my ability to be more flexible while attending college." exhibits a mean score of 4.00. Moving on to a different instrument, specifically communication skills, the statement "In my time at University I have improved my ability to convey ideas." is presented with a mean score of 4.00. Furthermore, with regards to feedback that aids in the learning process, the statement "To guarantee that we gain knowledge from our work, there is ample feedback on tasks and assignments." has a mean score of 4.00. Subsequently, in reference to assessment instruments, two statements with a high level range are encountered. These statements assert that "Good analytical skills are required to perform well on the program's assessment." and that "Our grasp of the main ideas covered in this program was evaluated through the assessment. Also have a mean score of 4.00" Finally, in relation to the teacher-student relationship, the statement "If I have questions, I find the teaching staff to be quite helpful." is expressed by mean score 0f 4.00. These statements collectively indicate that students frequently express their appreciation for each instrument.

Table 3 explicitly shows that each instrument shows its true face. As we can see in Table 3, only critical thinking attains a high level. Based on the Likert scale, the average score is 4 out of 10. However, as we can see from the average grade, which falls between 2 and 3.99 points, there are an additional 16 instruments, all of which are intermediate in difficulty. Averaging 3.91 points and having a standard deviation of .689 are also displayed by all of the instruments. In this instance, even though only one student receives a high rating, we can still draw the simple conclusion that students' perceptions of instruction and learning and their application in quality assurance were evaluated at a moderate level. That being said,

not all instruments have fewer points in the summary. In essence, the students applied their knowledge to all teaching and learning resources and their use in quality control.

Table 3. Students' Perceptions of teaching and learning

Instruments	M	SD
Cri Thi	4.00	.732
Cre Thi	3.91	.701
SML	3.86	.797
Adapt	3.98	.680
PS	3.91	.666
Commu Skills	3.98	.655
Intp-Skill and G-Work	3.93	.637
Cmpt literacy	3.97	.642
A-learning	3.90	.662
Tch for underst	3.75	.863
Fback to Asst-Learning	3.90	.678
Asmnt	3.95	.672
Rel Btwn Tchr and Stdnt	3.98	.609
Wload	3.90	.757
Rel Wth Anthr Stdnts	3.88	.616
Coo Learning	3.85	.666
Coh of Curr	3.90	.686
N = 17	3.91	.689

3.2 Discussion

The previous section describes students' perception of teaching and learning in odd semester students at the Faculty of Education and Vocational Studies. Additionally, data on the research findings are addressed in the discussion part in order to either validate them or to contrast them with some earlier research findings. Based on the result, the researcher conclude the statement from 17 indicators which represent how students perception's of teaching and learning reach " Medium" level.

The findings in this study are parallel to those (Mahapatra & Ravichandran, 2023) Critical thinking is indispensable in teaching and learning, because critical thinking involves analyzing information, evaluating arguments, and making evidence-based decisions. In order to foster critical thinking, educators should encourage students to scrutinize, assess, and challenge data pertaining to sustainable development and green skills. Through the development of critical thinking, it can help students critically assess environmental issues, understand the impact of their actions, and make sustainable choices. After that creative thinking will emerge in students, it will allow students to think outside the box and come up with innovative solutions (Prihanta & Purwanti, 2022).

In this research, students in general have a positive attitude towards the importance of critical thinking and creative thinking in teaching and learning, this can be seen from the Mean results of students' opinions on the willingness to give different considerations and the willingness to give new ideas in the learning process. This is consistent with research (Rockliffe & Mckay, 2023) that critical thinking cultivates effective communication skills, as learners are encouraged to articulate and defend their ideas with logical reasoning and evidence. Meanwhile, the role of technology is also inseparable from every teaching and learning process. The use of literacy computers also plays a big role, where students are more confident when the lesson information they are looking for comes from the computer and also computer applications are very helpful when needed. This research is in line with (Asaad Hamza Sheerah et al., 2022; Manegre & Sabiri, 2022) that to build e-learning, computerized competency—which encompasses the capacity to operate, use, evaluate, communicate,

organize, transfer, download, and produce modern data—is essential for teachers and students. In addition, the role of computer literacy in the teaching and learning process greatly facilitates collaboration between students and teachers in learning, this is conveyed by research (Matkasimova & Makhmudov, 2020; Shaykhislamov & Makhmudov, 2020) that computer computer literacy helps teachers design creative, interactive learning activities for students. Students' access to instructional resources, online courses, and cutting-edge learning platforms also facilitates their learning. Furthermore, students can adapt well and can problem-solve. this can be seen from the efforts of students who want to keep learning to adapt and bring new ideas to accompany them in their problem-solving. This is in line with (Hutabarat & Phongsavath, 2023) who can solve learning problems effectively and efficiently, indicating their problem-solving skills and student can adapt to any circumstances, suggesting their adaptability in different situations. With good adaptation, students will be able to solve problems that come, with their creative thinking skills.

Furthermore, students were able to develop the ability of students' communication skills and the effectiveness of active participation and communication in online class learning, this is in line with (Ganeser, 2020) most students agreeing that online learning makes them more innovative and allows them to learn at their own pace. They also strongly agree that it is convenient to access lecture notes online and submit assignments through online classes. In addition, students strongly agree that online classes are more systematic than face-to-face classes. Online classes improve students' participation and communication skills, even for shy students. It was also mentioned that online classes provide opportunities for students to share opinions and feedback with lecturers, improving communication and participation skills. Furthermore, students can adapt to developing skills in online classroom feedback with teachers. this is in line with (Leibold & Schwarz, 2022) Students expressed a preference for timely teacher online feedback (TOF) to improve their performance. Various feedback media were preferred by students, including video, text, and audio. The findings of this study support the Community of Inquiry (CoI) theoretical framework. The reviewed studies range from high to low levels of evidence. Implications for the Scholarship of Teaching and Learning (SoTL) emphasize that online teacher feedback is a complex and contextual skill that must match the preferences of the student population. the findings of this study are critical for educators to advance SoTL in higher education.

4. CONCLUSION

After a thorough analysis of numerous teaching resources, the end product of our work produces observable effects. It turns out that critical thinking is crucial, particularly in high-frequency situations. This study goes above and beyond initial expectations by emphasizing students' perceptions of English as a foreign language (EFL) classes. The different tools we looked at in our research show how, as educators, we can modify and improve our teaching strategies in response to the knowledge our students provide. This allows us to establish a stronger bond between our methods and their viewpoints. As this study's intense discussions demonstrate, the terrain of future research will unfold with a variety of challenges awaiting resolution. It goes without saying that tackling this complexity will advance and enhance the pedagogical approaches used in EFL classes. In addition, venturing into uncharted territory holds the potential to yield fresh perspectives that enhance the pedagogical terrain and foster a more profound comprehension of efficacious teaching methodologies and student engagement.

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