

A CONJOINT ANALYSIS OF STUDENT PREFERENCES FOR TEACHING AND LEARNING PROCESS

**Septiana Dwi Utami^{1*}, Masiah², Laras Firdaus³, Sri Nopita Primawati⁴,
& Ida Royani⁵**

^{1,2,3,4,&5}Department of Biology Education, Faculty of Science, Engineering, and Applied Sciences, Mandalika University of Education, Pemuda Street Number 59A, Mataram, West Nusa Tenggara 83125, Indonesia

*Email: septianadwiutami@undikma.ac.id

Submit: 03-07-2024; Revised: 17-07-2024; Accepted: 21-07-2024; Published: 24-07-2024

ABSTRACT: Assessments carried out by education quality monitoring institutions often ignore student assessments, the results of which are not relevant to what students need. Therefore, the assessment of the teaching and learning process must be carried out transparently and accountable by involving students in the assessment of teaching and learning process. Actions like this are nothing more than an effort to adapt the teaching and learning process to student needs. This descriptive research aims to explain students' preferences for the quality of teaching and learning. A total of 65 prospective biology teachers were respondents, consisting of 17 students in 1st semester, 23 (3rd semester), 7 (5th semester), and 18 (7th semester). From the results obtained, our respondents consider that increasing competence is the most essential attribute or factor related to the teaching and learning process, with an important value percentage of 21.931. Then, teaching organizations (19.901) and learning opportunities (19.662). We use this information regarding student preferences as a guide to improving the teaching and learning process in the future while still correcting several existing deficiencies, such as involving active student participation and providing maximum academic assistance, as well as allowing students to develop their thinking abilities.

Keywords: Student Preferences, Teaching and Learning, Transparently and Accountable Assessment.

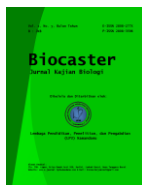
How to Cite: Utami, S. D., Masiah, M., Firdaus, L., Primawati, S. N., & Royani, I. (2024). A Conjoint Analysis of Student Preferences for Teaching and Learning Process. *Biocaster : Jurnal Kajian Biologi*, 4(3), 122-134. <https://doi.org/10.36312/biocaster.v4i3.303>



Biocaster : Jurnal Kajian Biologi is Licensed Under a CC BY-SA [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).

INTRODUCTION

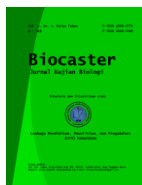
Improving the quality of teaching and learning is a common issue in all countries (Adams et al., 2022; Yin et al., 2016), especially in higher education (HE) (Andrade, 2020; Chalmers & Gardiner, 2015; Yocarini et al., 2020; Young et al., 2020), because HE is an indicator of the quality of a country's education (Lubis & Aryansah, 2023). In addition, HE plays a role in preparing students to enter the world of work (Ali & Jalal, 2018; Andrade, 2020; Assaad et al., 2018), equipping students with various skills, such as critical thinking and problem-solving skills (Ali & Jalal, 2018). In this regard, various efforts have been made to improve the quality of HE, such as changing the teaching paradigm from lecturer-centred to student-centred (Yin et al., 2016).



Apart from that, efforts are made to improve the quality of HE by monitoring, evaluating, and conducting audits (Handoyo & Bayunitri, 2021). Then, Burke proposed several approaches to guarantee the quality of HE, such as accreditation approaches, audits, peer assessment, and evaluation of learning outcomes (Yin & Wang, 2015). Specifically in Indonesia, monitoring and evaluating the quality of HE is carried out by the National Accreditation Board for Higher Education (BAN-PT), including evaluation of teaching-learning processes, campus facilities, and comparison of teaching staff and the number of students. However, assessments carried out by institutions responsible for ensuring the quality of education, including BAN-PT, ignore student assessments (Martens et al., 2019). In other words, the results of assessments carried out by BAN-PT often meet students' needs or expectations (Tan et al., 2018). Therefore, to guarantee the quality of education, assessment must be carried out in a transparent and accountable manner, namely by involving students to provide their assessment of the teaching and learning process they experience (Martens et al., 2019), and the results can be used as useful, valid feedback, and very useful for the campus or institution itself (Ali & Mohd Dodeen, 2021).

Paying attention to global developments, HE institutions worldwide continue to evaluate and improve the quality of their HE (Patfield et al., 2022; Yin et al., 2014). However, what is meant by the quality of education still needs to be determined (Wittek, 2014). Several experts suggest that to get an idea of the quality of education, we can look at several aspects or components, such as the quality of teaching (Adams et al., 2022; Patfield et al., 2022). Various efforts have been made to monitor and improve the quality of higher education, including involving students in evaluating the teaching and learning process (Martens et al., 2019).

Assessments made by students are usually related to their perceptions, preferences, or satisfaction with aspects of the teaching and learning process, such as lecturer characteristics, lecturer teaching style, use of technology in learning, and learning experiences. For example, a study of students' preferences for mobile learning (Diteeyont & Heng-Yu, 2023) and a comparison of students' attitudes towards face-to-face learning with virtual learning (Shoair et al., 2023). Student perceptions of instructor talk (Ovid et al., 2021), perceptions of learning experiences and student approaches to learning (Yin et al., 2016), student preferences for lecturer personality (Tan et al., 2018), lecturer characteristics (Battista et al., 2023), lecturers' teaching styles in online learning (Malay et al., 2022), lecturers' self-efficacy and classroom management (Wettstein et al., 2021). However, among the assessments carried out by students, the assessment regarding the learning experience is the most representative assessment of the quality of teaching because it covers various aspects of teaching, such as generic skills, good teaching, clear goal standards, workload standards, academic assistance, and assessment standards (Ali & Mohd Dodeen, 2021; Haidar, 2021; Kaur et al., 2022; Thien & Ong, 2016; Yin et al., 2014, 2016). Therefore, it is necessary to collect information about student preferences as a benchmark to find out whether or not what we have done so far is according to student needs and as a guide to improve the quality of education on our campus.



We collect empirical information regarding student preferences for the teaching and learning process for several reasons. *First*; as we know, the teaching paradigm has changed, not only regarding the student-centred process but also the orientation which places greater emphasis on higher education in the competitive world of work (Trinidad, 2019). In this regard, the Mandalika University of Education has a moral responsibility to prepare students to enter the world of work. *Second*; especially about Mandalika University of Education, the teaching and learning process is dominated by face-to-face teaching, monitoring and guaranteeing the quality of education always relies on feedback from the results of assessments carried out by BANPT. This kind of condition does not reflect democratic education. For us, democratic education not only involves students actively participating in teaching and learning (Rugambuka & Mazzuki, 2023), but also involves students in evaluating the teaching and learning process based on their learning experiences (Martens et al., 2019). Therefore, it is very important to ask students' views and assessments of the quality of teaching and learning (Haidar, 2021). In other words, students' views or assessments of the teaching and learning process are one of the factors that determine the quality of education (Hixon et al., 2016).

From the description above, this research mainly aims to describe students' preferences for the teaching and learning process. Furthermore, research question to be answered in this research: *what factors do they think are important in the teaching and learning process?* Finally, the results of this research can be a guide for improving the quality of teaching, especially on our campus. Apart from that, it can provide readers with insight into the relationship between lecturers and students.

METHOD

This research is descriptive. In descriptive research, researchers do not attempt to manipulate variables but only describe the characteristics of events or individuals (Siedlecki, 2020). In this case, we want to describe or explain students' preferences for the teaching and learning process. Descriptive research plays a crucial role in understanding phenomena without intervening or altering variables. By focusing on students' preferences for the teaching and learning process, this study aims to provide a comprehensive portrayal of factors influencing educational experiences.

In this study, 65 prospective biology teachers were volunteer respondents who were taken randomly, including 17 (1st semester), 23 (3rd semester), 7 (5th semester), and 18 (7th semester). All students involved as respondents are students with active status in the 2022/2023 academic year or who have attended lectures for one semester (i.e. the odd semester in the 2022/2023 academic year).

In conjoint analysis, we know the terms attribute and their level. Determining attributes and levels are variables or factors related to the teaching and learning process. In this regard, we adapted aspects or components of the course experience questionnaire (CEQ) developed by Richardson et al. (2007), which is called the National Student Survey (NSS) as shown in Table 1.

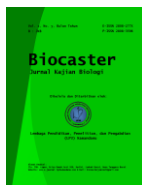


Table 1. Attributes and Their Level for Teaching and Learning Process.

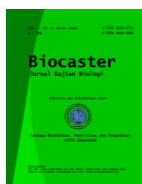
Attributes	Level	Statement
Teaching Process	1	My lecturer understands the lecture material he teaches.
	2	My lecturer explained the lecture material taught very well.
	3	My lecturer emphasized my active participation in discussions.
Academic Assistance	1	When I encounter problems or need help understanding something in a lecture, I can easily contact the lecturer to get advice and direction.
	2	If I make a mistake in doing my coursework, my lecturer gives me directions regarding what I should add and subtract.
	3	Even though the answers I gave were not correct during class discussions, or there were deficiencies in the coursework I was doing, my lecturer still appreciated me and gave me positive feedback that was useful for me.
Teaching Organization	1	The way my lecturer presented the lecture material was very easy for me to understand.
	2	The way my lecturer conveys lecture material increases my motivation and curiosity.
	3	My lecturer's use of technology when teaching made me improve my understanding of the course material he taught.
Teaching Process	1	The lectures I attended increased my knowledge.
	2	The lectures I attended improved my analytical thinking skills and my skills in solving problems.
	3	The lectures I attended improved my skills in working together.
Learning Opportunities	1	The lecturer gave me enough time to complete the course assignments he gave.
	2	The assignments given by the lecturer helped me improve my thinking skills.
	3	The assignments given to me by the lecturer gave me the opportunity to apply the concepts I had learned.

From the Table 1, 16 combinations of statements were formed. Each combination of statements includes attributes and their levels. Next, in providing their response, respondents provide an assessment based on their preferences for each combination of statements by giving a score of 1 (strongly disagree), 2 (disagree), 3 (agree), and 4 (strongly agree). Then, the data that has been obtained is then analyzed using SPSS 22 for Windows, including utility estimate, importance value, and the level of correlation between attributes.

RESULTS AND DISCUSSION

Results

Everyone has different preferences, such as some people liking black and some liking red. This kind of thing is commonplace, as are our respondents' preferences for the quality of teaching and learning. In general, our respondents' preferences regarding teaching and learning quality are shown in Table 2. In contrast, in general, our respondents' preferences are for the teaching process attribute, namely that lecturers must understand the lecture material they teach. This is known from the utility estimate value (of 0.044), which is the highest compared to the other two levels on the same attribute. Likewise, with academic assistance, our respondents prefer lecturers who can be contacted easily when students experience difficulties or ask questions about what they consider unclear,



whether related to explanations in class or to the lecturer's opinion when they are confused about course assignments given by the lecturer.

Table 2. Utility Estimates Student Preferences for Teaching and Learning Process.

Attributes	Statement	Utility Estimate
Teaching Process	My lecturer understands the lecture material he teaches.	0.044
	My lecturer explained the lecture material taught very well.	0.027
	My lecturer emphasized my active participation in discussions.	-0.071
Academic Assistance	When I encounter problems or need help understanding something in a lecture, I can easily contact the lecturer to get advice and direction.	0.035
	If I make a mistake in doing my coursework, my lecturer gives me directions regarding what I should add and subtract.	0.020
	Even though the answers I gave were not correct during class discussions, or there were deficiencies in the coursework I was doing, my lecturer still appreciated me and gave me positive feedback that was useful for me.	-0.056
Teaching Organization	The way my lecturer presented the lecture material was very easy for me to understand.	0.042
	The way my lecturer conveys lecture material increases my motivation and curiosity.	0.004
	My lecturer's use of technology when teaching made me improve my understanding of the course material he taught.	-0.047
Increasing Competence	The lectures I attended increased my knowledge.	0.040
	The lectures I attended improved my analytical thinking skills and my skills in solving problems.	-0.061
	The lectures I attended improved my skills in working together.	-0.004
Learning Opportunities	The lecturer gave me enough time to complete the course assignments he gave.	0.061
	The assignments given by the lecturer helped me improve my thinking skills.	-0.045
	The assignments given to me by the lecturer gave me the opportunity to apply the concepts I had learned.	-0.016

In short, a summary of our respondents' preferences regarding the teaching and learning can be seen in Table 3. Furthermore, the information in Table 4 (importance value) shows that our respondents consider that increasing competence is the most essential attribute in the teaching and learning process (amounting to 21.931), teaching organization (19.901), learning opportunities (19.662), and the lowest is the teaching process with an importance value of 18.883. Pearson's and Kendall's correlation values having a significance value of less than 0.05 (Sig. < 0.05). These results show the level of correlation between attributes or the existing attributes in actual reality. In other words, the correlation value shows a general picture of student preferences for the true teaching and learning process (see Table 5).

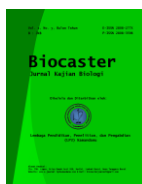


Table 3. A Summary of Our Respondents' Preferences Regarding Teaching and Learning Process.

Attributes	Statement	Utility Estimate
Teaching Process	My lecturer understands the lecture material he teaches.	0.044
Academic Assistance	When I encounter problems or need help understanding something in a lecture, I can easily contact the lecturer to get advice and direction.	0.035
Teaching Organization	The way my lecturer presented the lecture material was very easy for me to understand.	0.042
Increasing Comptence	The lectures I attended increased my knowledge.	0.040
Learning Opportunities	The lecturer gave me enough time to complete the course assignments he gave.	0.061

From the results we obtained as shown in Table 4, of the five existing attributes, our respondents generally considered three attributes or factors related to the teaching and learning process: increasing competence, teaching organization, and learning opportunities. However, academic assistance and the teaching process should be addressed. At least, for us, increasing competence is a significant part of the teaching and learning process. Of course, it requires a way to make it happen, such as involving students' active participation in the teaching and learning process and providing opportunities and assistance to students.

Table 4. Importance Value of Student Preferences for the Teaching and Learning Process.

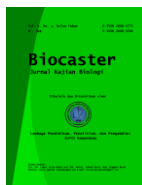
Attributes	Percentage
Teaching Process	18.883
Academic Assistance	19.623
Teaching Organization	19.901
Increasing Competence	21.931
Learning Opportunities	19.662

Table 5. Level of Correlation between Attributes.

	Value	Sig.
Pearson's R	.745	.000
Kendall's Tau	.517	.003

Discussion

In this part of the discussion, we will focus more on the results shown in Table 4, regarding the importance of student preferences for the teaching and learning process. From this information, in general our respondents considered three attributes or factors related to the quality of teaching and learning, namely increasing competence, lecture organization, and learning opportunities. The results we obtained are similar to the findings of Thien & Ong (2016) in that Malaysian students consider good teaching and improving generic skills to be important factors in the quality of teaching and learning in Malaysia. Likewise, with the findings of Yin et al. (2014), most students think that the quality of teaching and learning should improve general skills. The results we obtained emphasize us to focus on and improve the competencies our students need to enter the world of work, which competencies refer to 21st-century skills (Mah &



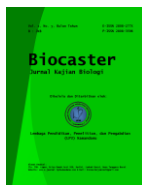
Ifenthaler, 2018), such as problem-solving skills, analyzing information, and collaborating (Kaur et al., 2022).

To achieve our main goal according to respondents' expectations (increasing competence), we must improve the quality of the teaching process, especially by increasing the involvement of students' active participation, both inside and outside the teaching and learning process. This is what is meant by a humanist and democratic teaching and learning, namely providing opportunities to participate and collaborate with friends (Yew & Yong, 2014). Democratic teaching and learning emphasize that students receive information from lecturers but also process this information into meaningful information (Dečman, 2020). Through their active involvement, whether in class discussions or discussions outside of class, such as being active in asking and answering, they will be naturally forced to defend and validate their arguments (Rugambuka & Mazzuki, 2023). This involvement will encourage him to improve and develop his thinking skills, conceptual understanding, communication, and problem-solving skills (Andrews et al., 2019; Dewi & Safnowandi, 2020; Rugambuka & Mazzuki, 2023), which is what makes it easier for him to enter the world of work and helps him to continually adapt to a changing world (Okwuduba et al., 2022).

Then, related to teaching organization, our respondents generally preferred how lecturers delivered lecture material that was easier to understand (see Table 3). However, on the other hand, lecturers cannot increase student motivation and curiosity and do not take advantage of existing learning resources, such as using technology or the internet through web-based learning (see Table 2). This result is relatively similar to the findings of Nurhijjah (2019), who found that most students responded poorly to class management carried out by lecturers. It cannot be denied that learning outcomes indicate teaching success (Jouti, 2020), which also depends on how lecturers manage learning (Kalin et al., 2017).

Learning management is related to more than just the context of the course material taught by the lecturers (Jasiyah et al., 2024). As educators, lecturers must help students acquire knowledge and skills but also help students to develop their motivation and become independent learners (Jouti, 2020; Kalin et al., 2017). Various studies show a positive impact or relationship between classroom management and teaching on student learning outcomes (Saggaf et al., 2017). Through a series of activities planned by lecturers, student learning outcomes can be improved, and student deviant behaviour can be minimized (Jouti, 2020). Thus, the deficiencies in teaching organization that we found can provide positive feedback for future teaching and learning. Good teaching organization, namely managing teaching by student expectations and needs, can influence student learning outcomes (Austin, 2014).

Finally, regarding attributes or factors related to the quality of teaching and learning, our respondents generally considered providing learning opportunities (see Table 4), but from the results shown in Table 2 and 3, the learning opportunity attributes only cover the time aspect, do not cover skills such as analytical thinking skills and problem-solving, and do not provide opportunities for students to apply the concepts they have learned. These results indicate that our respondents expect that when providing learning opportunities, they not only



pay attention to time, but also pay attention to knowledge and skills. To improve student competence through providing learning opportunities, several characteristics of coursework that must be given to students, namely training independent learning (Moorhouse, 2018) or self-regulation (Tas et al., 2016).

Students must be allowed to apply the concepts they have learned, or what is called transfer of learning (Hajian, 2019). Some existing literature explains that transfer of learning is the ability to apply concepts that have been learned in new contexts. However, in the process of helping students gain knowledge develop their understanding and skills, we can train students to apply the concepts they have learned in the same context as the previous context (Saba et al., 2023), or what is called near transfer (Kaminske et al., 2020), and slowly move to a context that is entirely different from the previous context, or what is called far transfer (Saba et al., 2023). In this way, students are expected to be able to actively build their knowledge by integrating new information and experiences into what they have previously understood, revising and reinterpreting old knowledge to adapt to their new knowledge (Jirout, 2020).

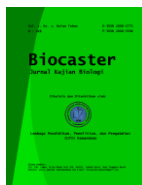
CONCLUSION

From the results we obtained, it can be concluded that students' preferences are towards the teaching and learning process. *First*; related to the utility estimate value, for teaching process attributes, our respondents prefer that my lecturers understand the lecture material they teach. For the academic assistance attribute, our respondents prefer that when I encounter problems, or there is something I don't understand in a lecture, I can contact the lecturer easily to get advice and direction. Then, for teaching organization attributes, our respondents preferred the way my lecturers presented lecture material which was very easy for me to understand. For the attribute of increasing competence, our respondents preferred that the lectures I attended increased my knowledge. Finally, for the attribute of learning opportunities, our respondents prefer that my lecturer gives me enough time to complete the course assignments he gives.

Second; related to importance value, our respondents consider the most important attributes in the teaching and learning process to be increased competence, teaching organization, and learning opportunities. In other words, our respondents expect the teaching and learning process to focus more on these three attributes. Therefore, for the future teaching and learning process, we will focus more on the hopes and desires of our respondents while improving our shortcomings so far, namely maximizing active student participation in the teaching and learning process, providing feedback, and providing opportunities for students to develop their thinking abilities, and develop the concepts they have learned.

RECOMMENDATION

From these results, it can be interpreted that the existing teaching process does not accommodate active student involvement, the teaching process tends to be teacher centred. To accommodate student perceptions based on these results, especially those related to increasing competence and learning opportunities,



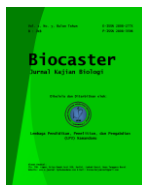
future learning will be more student-centered by using various alternative learning models, such as inquiry and Problem-Based Learning (PBL). We believe that these two learning models can not only help improve student competence, but also increase their learning awareness and independence.

ACKNOWLEDGMENT

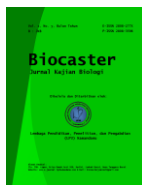
No conflict of interest exists in this research, and any party did not fund it.

REFERENCES

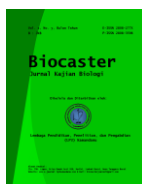
- Adams, F., Quainoo, E., & Opoku, E. (2022). *What Makes Quality Teaching? Review of Related Literature*, 10(2), 409-413. <https://doi.org/10.5281/zenodo.6602052>
- Ali, H., & Mohd Dodeen, H. (2021). An Adaptation of the Course Experience Questionnaire to the Arab Learning Context. *Assessment & Evaluation in Higher Education*, 46(7), 1104-1114. <https://doi.org/10.1080/02602938.2020.1841733>
- Ali, M. S., & Jalal, H. (2018). Higher Education as a Predictor of Employment: The World of Work Perspective. *Bulletin of Education and Research*, 40(2), 79-90.
- Andrade, M. S. (2020). Cross-Cutting Skills: Strategies for Teaching & Learning. *Higher Education Pedagogies*, 5(1), 165-181. <https://doi.org/10.1080/23752696.2020.1810096>
- Andrews, T. C., Auerbach, A. J. J., & Grant, E. F. (2019). Exploring the Relationship between Teacher Knowledge and Active-Learning Implementation in Large College Biology Courses. *CBE Life Sciences Education*, 18(4), 0010. <https://doi.org/10.1187/cbe.19-01-0010>
- Assaad, R., Krafft, C., & Salehi-Isfahani, D. (2018). Does the Type of Higher Education Affect Labor Market Outcomes? Evidence from Egypt and Jordan. *Higher Education*, 75(6), 945-995.
- Austin, O. O. (2014). Perceived Impact of Classroom Management on Effective Teaching: A Study of Five Schools in Education District 11, Lagos State, Nigeria. *European Scientific Institute*, 10(22), 309-320. <https://doi.org/10.19044/esj.2014.v10n22p%p>
- Battista, S., Furri, L., Pellegrini, V., Giardulli, B., Coppola, I., Testa, M., & Dell'Isola, A. (2023). Which Lecturers' Characteristics Facilitate the Learning Process? A Qualitative Study on Students' Perceptions in the Rehabilitation Sciences. *BMC Medical Education*, 23(1), 431-440. <https://doi.org/10.1186/s12909-023-04308-y>
- Chalmers, D., & Gardiner, D. (2015). The Measurement and Impact of University Teacher Development Programs. *Educar*, 51(1), 53-80. <https://doi.org/10.5565/rev/educar.655>
- Dečman, M. (2020). Factors that Increase Active Participation by Higher Education Students, and Predict the Acceptance and Use of Classroom Response Systems. *International Journal of Higher Education*, 9(4), 84-98. <https://doi.org/10.5430/ijhe.v9n4p84>



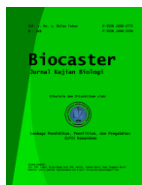
- Dewi, I. N., & Safnowandi, S. (2020). The Combination of Small Group Discussion and ARCS (MODis-ARCS Strategy) to Improve Students' Verbal Communication Skill and Learning Outcomes. *Prisma Sains: Jurnal Pengkajian Ilmu dan Pembelajaran Matematika dan IPA IKIP Mataram*, 8(1), 25-36. <https://doi.org/10.33394/j-ps.v8i1.2478>
- Diteeyont, W., & Heng-Yu, K. (2023). Competency Levels and Influential Factors of College Students' Mobile Learning Readiness in Thailand. *Smart Learning Environments*, 10(1), 1-10. <https://doi.org/10.1186/s40561-023-00266-6>
- Haidar, F. T. (2021). The Applicability of the Course Experience Questionnaire in Accounting Education in Saudi Arabia. *Journal of Accounting Finance and Auditing Studies (JAFAS)*, 7(3), 184-207. <https://doi.org/10.32602/jafas.2021.025>
- Hajian, S. (2019). Transfer of Learning and Teaching: A Review of Transfer Theories and Effective Instructional Practices. *IAFOR: Journal of Education*, 7(1), 93-111.
- Handoyo, B. R. M., & Bayunitri, B. I. (2021). The Influence of Internal Audit and Internal Control Toward Fraud Prevention. *International Journal of Financial, Accounting, and Management (IJFAM)*, 3(1), 45-64. <https://doi.org/10.35912/ijfam.v3i1.181>
- Hixon, E., Barczyk, C., Ralston-Berg, P., & Buckenmeyer, J. (2016). The Impact of Previous Online Course Experience on Students' Perceptions of Quality. *Online Learning*, 20(1), 25-40. <https://doi.org/10.24059/olj.v20i1.565>
- Jasiyah, R., Rumahlewang, E., Mundung, B. I., Sairdama, S. S., & Saputra, N. (2024). Learning Management System Difficulties during the Learning Process in Higher Education. *Journal for Lesson and Learning Studies*, 7(1), 1-12. <https://doi.org/10.23887/jlls.v7i1.68665>
- Jirout, J. J. (2020). Supporting Early Scientific Thinking Through Curiosity. *Front Psychol*, 5(11), 1717. <https://doi.org/10.3389/fpsyg.2020.01717>
- Jouti, H. T. (2020). Effective Classroom Management Styles and Teaching Methods and Their Rapport with Students Motivation and Achievement: Moroccan High School Classrooms as a Case Study. *Revue Internationale Du Chercheur (Revue Française)*, 1(1), 243-268. <https://doi.org/10.5281/zenodo.3956178>
- Kalin, J., Peklaj, C., Pečjak, S., Puklek Levpušček, M., & Valenčič Zuljan, M. (2017). Elementary and Secondary School Students' Perceptions of Teachers' Classroom Management Competencies. *Center for Educational Policy Studies Journal*, 7(4), 37-62. <https://doi.org/10.26529/cepsj.363>
- Kaminske, A. N., Kuepper-Tetzl, C. E., Nebel, C. L., Sumeracki, M. A., & Ryan, S. P. (2020). Transfer: A Review for Biology and the Life Sciences. *CBE Life Sci Educ.*, 19(3), es9. <https://doi.org/10.1187/cbe.19-11-0227>
- Kaur, S., Singh, G., & Garg, A. (2022). Evaluating the Relationship between the Course Experience Questionnaire and Student Satisfaction: A Case from India. *Journal of Public Affairs*, 22(3), 1-10. <https://doi.org/10.1002/pa.2471>



- Lubis, A. S., & Aryansah, J. E. (2023). The Quality of Education in 50 Countries Reviewed from Sustainable Development Goals: Systematic Literature Review. *Jurnal Natapraja: Kajian Ilmu Administrasi Negara*, 11(2), 185-195. <https://doi.org/10.21831/natapraja.v11i2.67156>
- Mah, D. K., & Ifenthaler, D. (2018). Students' Perceptions Toward Academic Competencies: The Case of German First-Year Students. *Issues in Educational Research*, 28(1) 120-137.
- Malay, J., Kassab, S. E., Merghani, T. H., Rathan, R., & Sreejith, A. (2022). Faculty and Students' Perceptions about Online Teaching Styles of Faculty in Large Group Lectures. *Advances in Medical Education and Practice*, 13, 1261-1266. <https://doi.org/10.2147/AMEP.S377351>
- Martens, S. E., Spruijt, A., Wolfhagen, I. H. A. P., Whittingham, J. R. D., & Dolmans, D. H. J. M. (2019). A Students' Take on Student–Staff Partnerships: Experiences and Preferences. *Assessment & Evaluation in Higher Education*, 44(6), 910-919. <https://doi.org/10.1080/02602938.2018.1546374>
- Moorhouse, B. L. (2018). Standardized Homework Practices and Teacher Autonomy: Experiences of Primary English Language Teachers in Hong Kong. *The Asia-Pacific Education Researcher*, 27(5), 345-354. <https://doi.org/10.1007/s40299-018-0391-4>
- Nurhijjah, N. (2019). Classroom Management Used by English Teachers' in Teaching English at SMA N 1 Bantaeng (A Descriptive Research). A Thesis. Muhammadiyah University of Makassar.
- Okwuduba, E. N., Abd Rauf, R. A., Zulnadi, H., & Nwosu, K. C. (2022). Contribution of Perceived Faculty Caring (FC) and Student Engagement (SE) to Life Long Learning (LLL) of Post-Secondary Remediated (PSR) Science Students. *Heliyon*, 8(9), e10546. <https://doi.org/10.1016/j.heliyon.2022.e10546>
- Ovid, D., Rice, M. M., Luna, J. V., Tabayoyong, K., Lajevardi, P., & Tanner, K. D. (2021). Investigating Student Perceptions of Instructor Talk: Alignment with Researchers' Categorizations and Analysis of Remembered Language. *CBE Life Sciences Education*, 20(4), ar61. <https://doi.org/10.1187/cbe.21-06-0153>
- Patfield, S., Gore, J., Prieto, E., Fray, L., & Sincok, K. (2022). Towards Quality Teaching in Higher Education: Pedagogy-Focused Academic Development for Enhancing Practice. *International Journal for Academic Development*, 1-16. <https://doi.org/10.1080/1360144X.2022.2103561>
- Richardson, J. T. E., Slater, J. B., & Wilson, J. (2007). The National Student Survey: Development, Findings and Implications. *Studies in Higher Education*, 32(5), 557-580. <https://doi.org/10.1080/03075070701573757>
- Rugambuka, I. B., & Mazzuki, B. D. (2023). University Student-Teachers' Diversity and Attitudes Toward Classroom Participation. *Heliyon*, 9(6), e16364. <https://doi.org/10.1016/j.heliyon.2023.e16364>
- Saba, J., Hel-Or, H., & Levy, S. T. (2023). Promoting Learning Transfer in Science Through a Complexity Approach and Computational Modeling.



- Instructional Science*, 51(3), 475-507. <https://doi.org/10.1007/s11251-023-09624-w>
- Saggaf, M. S., Salam, R., & Rifka, R. (2017). The Effect of Classroom Management on Student Learning Outcomes. *The 1st International Conference on Education, Science, Art and Technology (The 1st ICESAT)* (pp. 98-102). Makassar, Indonesia: Universitas Negeri Makassar.
- Shoair, O. A., Smith, W. J., Abdel Aziz, M. H., Veronin, M. A., Glavy, J. S., & Pirtle, S. J. (2023). Pharmacy Students' Perceptions and Attitudes Toward Face-to-Face Vs. Virtual Team-Based Learning (TBL) in the Didactic Curriculum: A Mixed-Methods Study. *Medical Education Online*, 28(1), 2226851. <https://doi.org/10.1080/10872981.2023.2226851>
- Siedlecki, S. (2020). Understanding Descriptive Research Designs and Methods. *Clinical Nurse Specialist CNS*, 34(1), 8-12. <https://doi.org/10.1097/NUR.0000000000000493>
- Tan, S., Mansi, A., & Furnham, A. (2018). Students' Preferences for Lecturers' Personalities. *Journal of Further and Higher Education*, 42(3), 429-438. <https://doi.org/10.1080/0309877X.2017.1301406>
- Tas, Y., Sungur, S., & Oztekin, C. (2016). Development and Validation of Science Homework Scale for Middle-School Students. *International Journal of Science and Mathematics Education*, 14(3), 417-444. <https://doi.org/10.1007/s10763-014-9582-5>
- Thien, L. M., & Ong, M. Y. (2016). The Applicability of Course Experience Questionnaire for a Malaysian University Context. *Quality Assurance in Education*, 24(1), 41-55. <https://doi.org/10.1108/QAE-08-2014-0041>
- Trinidad, J. E. (2019). Understanding Student-Centred Learning in Higher Education: Students' and Teachers' Perceptions, Challenges, and Cognitive Gaps. *Journal of Further and Higher Education*, 44(2), 1-11. <https://doi.org/10.1080/0309877X.2019.1636214>
- Wettstein, A., Ramseier, E., & Scherzinger, M. (2021). Class and Subject Teachers' Self-Efficacy and Emotional Stability and Students' Perceptions of the Teacher-Student Relationship, Classroom Management, and Classroom Disruptions. *BMC Psychology*, 9(1), 103-112. <https://doi.org/10.1186/s40359-021-00606-6>
- Wittek, L. (2014). Quality Teaching and Learning as Practice within Different Disciplinary Discourses. *International Journal of Teaching and Learning in Higher Education*, 25(3), 275-287.
- Yew, E. H. J., & Yong, J. J. Y. (2014). Student Perceptions of Facilitators' Social Congruence, Use of Expertise and Cognitive Congruence in Problem-Based Learning. *Instructional Science*, 42(5), 795-815. <https://doi.org/10.1007/s11251-013-9306-1>
- Yin, H., Lu, G., & Wang, W. (2014). Unmasking the Teaching Quality of Higher Education: Students' Course Experience and Approaches to Learning in China. *Assessment & Evaluation in Higher Education*, 39(8), 949-970. <https://doi.org/10.1080/02602938.2014.880107>
- Yin, H., & Wang, W. (2015). Assessing and Improving the Quality of Undergraduate Teaching in China: The Course Experience Questionnaire.



-
- Assessment & Evaluation in Higher Education*, 40(8), 1032-1049.
<https://doi.org/10.1080/02602938.2014.963837>.
- Yin, H., Wang, W., & Han, J. (2016). Chinese Undergraduates' Perceptions of Teaching Quality and the Effects on Approaches to Studying and Course Satisfaction. *Higher Education*, 71(1), 39-57.
<https://doi.org/10.1007/s10734-015-9887-5>
- Yocarini, I. E., Bouwmeester, S., Smeets, G., & Arends, L. R. (2020). Allowing Course Compensation in Higher Education: A Latent Class Regression Analysis to Evaluate Performance on a Follow-Up Course. *Assessment & Evaluation in Higher Education*, 45(5), 728-740.
<https://doi.org/10.1080/02602938.2019.1693494>
- Young, S., Young, H., & Cartwright, A. (2020). Does Lecture Format Matter? Exploring Student Preferences in Higher Education. *Journal of Perspectives in Applied Academic Practice*, 8(1), 30-40.
<https://doi.org/10.14297/jpaap.v8i1.406>