E-ISSN: XXXX-XXXX
JOURNAL OF EDUCATION POLICY PRAXIS

Students' Perceptions of Teaching Methods in the Personnel Administration Course: A Descriptive Analysis

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ABSTRACT

This study aims to examine students' perceptions of lecturers' teaching methods in higher education, particularly in the Personnel Administration course, by focusing on four key dimensions: instructional clarity, teaching methods and strategies, classroom interaction and engagement, and instructional media use and learning support. The research employed a quantitative descriptive approach involving 37 students selected from one class out of four available classes using purposive sampling. Data were collected through a structured Likert-scale questionnaire designed to capture students' perceptions across the identified indicators. The findings indicate that students' perceptions of teaching methods tend to fall within moderate and low categories. Instructional clarity and teaching methods are predominantly perceived as less optimal, suggesting that the delivery of content and the variation of instructional strategies require improvement. Meanwhile, classroom interaction and student engagement are generally perceived at a moderate level, indicating that interaction has been established but has not yet fully encouraged active participation. Similarly, the use of instructional media and learning support is perceived as moderate, implying that although media are utilized, their effectiveness in enhancing motivation and understanding remains limited. Overall, the results reveal that teaching practices have not yet been implemented in a fully integrated and optimal manner. Variations in student perceptions also suggest inconsistencies in the effectiveness of instructional approaches. Therefore, it is essential to enhance instructional clarity, diversify teaching strategies, strengthen classroom interaction, and optimize the use of instructional media through more student-centered and innovative approaches. These improvements are expected to create more engaging and effective learning environments that support students' motivation, understanding, and academic success in higher education.

Keywords: student perceptions, teaching methods, instructional clarity, student engagement, instructional media, higher education

INTRODUCTION

Students' perceptions of teaching methods represent a crucial factor influencing the quality of learning processes in higher education. In contemporary educational contexts, students are no longer viewed as passive recipients of information but as active participants who interpret, evaluate, and experience teaching practices in diverse ways. These perceptions are shaped through students' direct learning experiences, making them an important indicator for assessing the effectiveness of instructional approaches implemented by lecturers.

Conceptually, teaching methods are closely associated with student engagement and motivation. Active and student-centered approaches, such as problem-based learning, project-

based learning, and team-based learning, have been shown to enhance student participation and promote deeper involvement in the learning process. These methods enable students to engage in authentic problem-solving, collaborative activities, and contextual understanding of subject matter (Andriani et al., 2024; Costa & Reis, 2025; Garnjost & Lawter, 2019; Maulidya et al., 2024; Srimulana et al., 2025).

In addition, the integration of technology plays a significant role in shaping students' perceptions of teaching methods. The use of digital tools, online learning platforms, and interactive applications creates more flexible and engaging learning environments. Students tend to report higher levels of engagement and satisfaction when technology supports interaction, provides timely feedback, and accommodates diverse learning preferences (Correia & Good, 2023; Leão & Ferreira, 2021).

Experiential learning approaches also contribute significantly to student motivation and learning outcomes. Methods such as project-based learning and community-based activities allow students to connect theoretical knowledge with real-world applications. This not only enhances conceptual understanding but also develops critical thinking, problem-solving skills, and adaptability (Shehu et al., 2025).

Regarding learning outcomes, effective teaching methods are those aligned with clearly defined learning objectives. Students tend to perceive instructional approaches more positively when they are relevant to learning outcomes and provide meaningful learning experiences. Approaches that combine lectures with discussions, case studies, and practical activities have been found to be more effective in promoting understanding and independent learning (Akib et al., 2024; Saleh & Elfira, 2025).

Furthermore, interpersonal relationships between lecturers and students play a vital role in shaping perceptions of teaching methods. Lecturers who foster a supportive learning environment, provide constructive feedback, and maintain open communication are more likely to enhance student motivation and engagement. Positive relational dynamics contribute to a sense of trust and comfort, which ultimately improves learning effectiveness (Arhas & Haryoko, 2024; De Vega et al., 2025; Saleh & Ekaputri, 2026).

However, in practice, not all teaching methods yield optimal outcomes. Variations in teaching quality, resource limitations, and differences in student characteristics may influence how instructional methods are perceived. Negative perceptions of teaching methods can reduce motivation, limit engagement, and negatively affect learning outcomes (Asril et al., 2025; Struyven et al., 2008).

Based on these considerations, it is important to empirically examine how students perceive teaching methods in higher education contexts. Specifically, this study seeks to address the following research questions: (1) how students perceive instructional clarity; (2) how do students perceive teaching methods and instructional strategies; (3) how do students perceive classroom interaction and engagement; and (4) how do students perceive instructional media use and learning support. Accordingly, this study aims to describe students' perceptions of teaching methods across these dimensions in order to provide a comprehensive understanding of instructional practices and to inform the development of more effective, innovative, and student-centered teaching strategies in higher education.

METHODS

This study uses a quantitative approach with a descriptive design, which aims to describe students' perceptions of lecturers' teaching methods in the Personnel Administration course. The descriptive approach is used because this study focuses on exposing empirical conditions

without testing the relationship between variables. The population in this study is all students who take the Civil Service Administration course which is divided into four classes. From this population, the researcher chose one class as the research sample with a total of 37 students. The sampling technique used is purposive sampling, which is the selection of samples based on certain considerations. The selection of one class was carried out by considering the uniformity of student characteristics, the affordability of the researcher, and the relevance to the research objectives. Thus, the sample used is expected to be able to represent the conditions studied.

The research data was collected using a questionnaire instrument prepared in the form of a Likert scale with a score range of 1 to 5, which shows the level of approval of the respondents to each statement.

The research instrument is designed to measure students' perception of lecturers' teaching methods based on several indicators, namely:

1. Clarity of instruction
2. Teaching methods and strategies
3. Interaction and engagement
4. Instructional support and media use

Each indicator is represented by a number of statements describing the student's experience while attending lectures.

The data that has been collected is analyzed using descriptive statistics. The results of the analysis were then categorized into five levels, namely very good, good, fair, poor, and very poor, to provide a clearer picture of students' perceptions of lecturers' teaching methods. Furthermore, the results of the analysis are presented in the form of tables and narrative descriptions to facilitate interpretation and conclusion drawn.

RESULT AND DISCUSSION

1. Clarity of Instruction

The results of the analysis of the clarity of instruction indicator show that students' perception of the clarity of material delivery by lecturers tends to be in the low and medium category. In detail, as many as 25 respondents were in the low level category, while 12 respondents were in the moderate level category. There were no respondents in the high level or very high level categories, and no respondents were found in the very low level category.

Table 1: Overview Clarity of Instruction

Interval	Frequency	Category
15-17	0	Very High Level
12-14	0	High Level
9-11	12	Moderate Level
6-8	25	Low Level
3-5	0	Very Low Level

This distribution indicates that most students consider the clarity of material delivery by lecturers to be not optimal. The dominance in the low category shows that there are still obstacles in the aspect of delivering the material, such as a lack of systematic explanation, difficulty in understanding the material, or lack of emphasis on important points during the learning process.

The existence of respondents in the medium category shows that some students have felt clarity in the delivery of material, but not consistently. This indicates that the quality of material delivery still varies and is not evenly felt by all students.

Thus, it can be concluded that the aspect of clarity of material delivery in lecturers' teaching methods in the Personnel Administration course still needs to be improved. Improvements can be focused on the preparation of more structured material, the use of more communicative language, and the presentation of relevant examples to make it easier for students to understand the material presented.

Instructional clarity represents a fundamental component of effective teaching in higher education. It extends beyond the mere delivery of information to encompass the organization, structure, and clarity of communication used by instructors in presenting course content. Clear instruction plays a crucial role in reducing cognitive barriers that students encounter during the learning process.

From a theoretical perspective, instructional clarity is closely linked to cognitive load theory, which suggests that learning becomes more effective when unnecessary cognitive load is minimized. Clear instruction enables students to allocate their cognitive resources toward understanding the core content rather than deciphering unclear explanations. Research indicates that instructional clarity reduces extraneous cognitive load, thereby facilitating deeper and more efficient information processing (Andriani et al., 2024; Bolkan & Goodboy, 2024; Srimulana et al., 2025).

Furthermore, clarity of instruction contributes significantly to students' comprehension and knowledge retention. Students exposed to structured and well-organized instruction tend to demonstrate better recall and application of learned concepts. This is attributed to the logical sequencing of content, which helps students integrate new knowledge with their existing cognitive frameworks (Serki & Bolkan, 2024).

Instructional clarity also has important implications for student engagement. Clear and transparent teaching practices can enhance motivation and reduce confusion, which often hinders active participation. In student-centered learning environments, the clarity of learning objectives, tasks, and assessment criteria plays a vital role in fostering both emotional and cognitive engagement (Paudel, 2022).

However, the findings of this study suggest that students' perceptions of instructional clarity have not yet reached an optimal level. This indicates the presence of challenges in teaching practices, such as insufficiently structured content delivery, less effective communication, or inadequate emphasis on key concepts. Such conditions may increase students' cognitive load, thereby limiting their ability to fully comprehend the material and reducing overall learning effectiveness.

Therefore, instructional clarity should be a primary focus in improving teaching methods. Enhancing clarity can be achieved through better organization of instructional materials, more effective communication strategies, and the adoption of student-centered approaches. These efforts are essential to ensure that learning processes are not only informative but also facilitate deep and meaningful understanding.

2. Teaching Methods and Strategies

The results of the analysis of the indicators of teaching methods and strategies show that students' perceptions of the variations and strategies of lecturers' teaching methods are in the medium and low categories. In detail, as many as 19 respondents were in the low level category, while 18 respondents were in the moderate level category. There were no respondents in the high level or very high level categories, and no respondents were found in the very low level category.

Table 2: Overview Teaching Methods and Strategies

Interval	Frequency	Category
15-17	0	Very High Level
12-14	0	High Level
9-11	18	Moderate Level
6-8	19	Low Level
3-5	0	Very Low Level

This distribution shows that the learning methods and strategies used by lecturers have not been fully able to meet student expectations. The dominance of the low category indicates that the variety of methods used is still limited or not innovative enough to support the learning process. This can reflect the use of methods that tend to be monotonous or less adapted to the characteristics of the material and the needs of students.

Meanwhile, the presence of respondents in the medium category shows that some students have felt variations in learning methods, but not consistently and optimally. This indicates that the learning strategies applied still need to be improved, especially in terms of the diversity of methods and the ability of lecturers to integrate a more interactive and participatory learning approach.

Thus, it can be concluded that the aspects of variation and strategies of lecturers' teaching methods still need further development. Improvement efforts can be made through the application of more varied, innovative, and student-centered learning methods, so as to increase the involvement and effectiveness of the learning process.

Teaching methods and instructional strategies represent critical components in determining the effectiveness of learning processes in higher education. In contemporary educational contexts, teaching is no longer limited to one-way knowledge transmission but emphasizes active student participation in constructing their own understanding. Therefore, the use of varied teaching methods and strategies becomes essential in creating meaningful, student-centered learning experiences.

Conceptually, active learning approaches such as discussions, problem-solving, and collaborative activities have been shown to significantly enhance student engagement (Destafiana et al., 2024; Hasyim et al., 2024; Maulidya et al., 2024; Ramadhani & Hasyim, 2024). These approaches allow students to actively participate in the learning process, positioning them not merely as recipients of information but as active agents in knowledge construction. Research indicates that active learning strategies improve student motivation, engagement, and academic performance (Javed & Odhabi, 2018; Swaminathan & Zhao, 2018).

Furthermore, interactive teaching methods contribute to the development of critical thinking skills and collaborative competencies. Strategies such as role-playing, group discussions, and other interactive techniques encourage deeper cognitive processing while fostering communication and teamwork skills. This suggests that varied instructional strategies influence not only cognitive outcomes but also social and affective dimensions of learning.

In the context of technological advancements, blended learning has emerged as a prominent instructional strategy. This approach combines face-to-face and online learning, offering greater flexibility and broader learning opportunities for students. Studies have shown that blended learning enhances engagement and learning effectiveness through the integration of diverse learning resources and interaction formats (Heilporn et al., 2022) (Heilporn et al., 2022). Additionally, autonomy-supportive teaching strategies within blended environments have been found to improve students' motivation and academic self-efficacy, which subsequently enhances engagement (Li & Zeng, 2025).

The integration of instructional technology further strengthens modern teaching strategies. The use of digital platforms, educational applications, and learning analytics enables more personalized and adaptive learning experiences. These technologies not only improve access to learning materials but also promote interaction among students, instructors, and content (Al-Zahrani & Alasmari, 2023).

However, the implementation of effective teaching strategies is not without challenges. Limited resources, lack of instructional innovation, and low student motivation may hinder the optimization of learning processes. Additionally, the use of technology requires careful planning to prevent distractions that may reduce students' focus.

In the context of this study, students' perceptions of teaching methods and strategies indicate that instructional practices have not yet reached an optimal level. This suggests that the variety and appropriateness of teaching methods still need improvement, both in terms of innovation and alignment with student needs. These findings highlight the importance of developing more diverse, interactive, and student-centered instructional strategies to enhance engagement and learning effectiveness.

In conclusion, teaching methods and instructional strategies must continuously evolve through innovative and adaptive approaches. Educators are expected not only to master subject content but also to design learning experiences that promote active participation, increase motivation, and develop critical thinking skills. This is essential for creating effective and relevant learning environments in contemporary higher education.

3. Interaction and Engagement

The results of the analysis of the interaction and engagement indicators show that students' perceptions of interaction and involvement in the learning process tend to be in the medium category and a small part in the high category. In detail, as many as 30 respondents were in the moderate level category, while 7 respondents were in the high level category. There were no respondents in the very high level, low level, or very low level categories.

Table 3: Overview Interaction and Engagement

Interval	Frequency	Category
9-10	0	Very High Level
7-8	7	High Level
5-6	30	Moderate Level
3-4	0	Low Level
1-2	0	Very Low Level

This distribution indicates that the interaction between lecturers and students and student involvement in the learning process has been quite good, but has not reached the optimal level. Dominance in the medium category indicates that students have had opportunities to participate, such as asking questions or discussing, but such involvement has not occurred intensely and evenly.

Meanwhile, the presence of respondents in the high category showed that some students had felt active interaction and good involvement in learning. This can reflect the efforts of lecturers in encouraging student participation, even though it has not been fully felt by all students.

Thus, it can be concluded that the aspect of interaction and student involvement in learning is at a fairly good level, but still needs improvement. Efforts that can be made include creating a more participatory learning atmosphere, providing a wider discussion space, and encouraging students to be more active in the learning process.

Student engagement and classroom interaction are essential components in determining the effectiveness of learning processes in higher education. In contemporary educational contexts, student engagement is no longer viewed merely as physical attendance but as a

multidimensional construct encompassing cognitive, emotional, and behavioral dimensions. It reflects the extent to which students actively participate in the learning process through intellectual involvement, social interaction, and responsiveness to instructional experiences.

Theoretically, student engagement is closely associated with learning outcomes. Students who are actively engaged tend to demonstrate deeper understanding, enhanced critical thinking skills, and higher levels of learning satisfaction. This suggests that engagement functions not only as a process indicator but also as a key determinant of academic success. Research has consistently shown that student engagement significantly contributes to academic performance and cognitive development (Bai et al., 2021; Wong et al., 2025)

Classroom interaction, both between instructors and students and among students themselves, plays a critical role in fostering engagement (Lestari & Puspitasari, 2023; Suprianto et al., 2021; Syafryadin et al., 2021). Meaningful and frequent interactions create a dynamic learning environment in which students feel valued and are encouraged to participate actively. Positive teacher-student relationships enhance not only emotional engagement but also cognitive and behavioral involvement in learning activities (Miao et al., 2022). Meanwhile, peer interaction through discussions and collaborative tasks strengthens problem-solving abilities, communication skills, and teamwork.

In practice, various instructional strategies have been developed to enhance student engagement, particularly through the implementation of active learning approaches. These approaches position students at the center of the learning process, encouraging participation in activities such as discussions, problem-solving, and project-based learning. In addition, the integration of technology provides greater opportunities to enhance interaction and engagement. The use of digital platforms, learning management systems, and interactive applications enables more engaging and participatory learning experiences (De Bruijn-Smolders & Prinsen, 2024).

However, the effectiveness of student engagement is influenced by several factors, including instructional design, teacher support, and the learning environment. In online or blended learning contexts, challenges such as low motivation, limited access to technology, and inadequate self-regulation may hinder engagement. Therefore, carefully designed instructional strategies are necessary to ensure sustained student participation across different learning settings.

In the context of this study, students' perceptions of classroom interaction and engagement indicate that engagement levels have not yet reached an optimal condition. This suggests that while interaction is present, its intensity and quality require further improvement. These findings highlight the importance of creating more participatory learning environments that actively encourage student involvement.

In conclusion, enhancing student engagement and classroom interaction should be a primary focus in the development of teaching practices in higher education. Instructors are expected to create interactive learning environments, provide opportunities for active participation, and effectively utilize technology to support learning. These efforts are essential to foster meaningful learning experiences that promote critical thinking, collaboration, and reflective learning among students.

4. Instructional Support and Media Use

The results of the analysis of instructional support and media use indicators showed that students' perception of media use and learning support was in the medium category, with some respondents in the high and low categories. In detail, as many as 23 respondents were in the moderate level category, 7 respondents were in the high level category, and 7 other respondents

were in the low level category. There were no respondents in the very high level or very low level categories.

Table 4: Overview Instructional Support and Media Use

Interval	Frequency	Category
9-10	0	Very High Level
7-8	7	High Level
5-6	23	Moderate Level
3-4	7	Low Level
1-2	0	Very Low Level

This distribution shows that the use of learning media and instructional support by lecturers has contributed to the learning process, but it is not fully optimal and consistently felt by all students. The dominance of the category indicates that learning media has been used, but has not been utilized to the fullest in increasing student understanding and involvement.

The presence of respondents in the high category shows that some students have experienced the benefits of using learning media effectively, such as helping to clarify material and increase interest in learning. However, the presence of respondents in the low category indicates that there are still students who have not felt optimal learning support, both in terms of media variety and the effectiveness of their use.

Thus, it can be concluded that the aspects of media use and learning support are at a fairly good level, but still need improvement. Improvements can be focused on the use of learning media that is more varied, innovative, and integrated with learning strategies that are able to increase student understanding and involvement more evenly.

The use of instructional media and learning support represents a crucial component in creating effective learning experiences in higher education. In contemporary educational contexts, instructional media are not merely supplementary tools but serve as essential instruments for simplifying complex concepts, enhancing engagement, and facilitating dynamic interaction between students and learning content. Therefore, the effective utilization of instructional media plays a significant role in improving student motivation and understanding.

Conceptually, the use of instructional media is closely associated with improved learning outcomes. Media such as visual presentations, printed materials, and the integration of traditional and digital tools have been shown to enhance students' comprehension of course content. This is largely due to their ability to present information in a more structured, concrete, and accessible manner. Research indicates that the use of diverse instructional media contributes to improved academic performance, as well as increased student participation and attendance (Adenle & Ughelu, 2014; Mu et al., 2009).

Furthermore, technological advancements have expanded the role of instructional media to become more interactive and collaborative. The use of digital platforms and social media in education has been found to enhance student motivation, participation, and learning satisfaction. Social media platforms, for example, facilitate real-time communication and collaborative learning, creating a more engaging and participatory learning environment (González-Mohíno et al., 2024; Sabah, 2023). This indicates that instructional media not only function as tools for content delivery but also serve as platforms for social interaction in learning.

In addition to instructional media, learning support plays a vital role in enhancing educational effectiveness. Learning support includes various forms of assistance such as academic guidance, access to learning resources, and the use of technologies that enable personalized and adaptive learning experiences. Technologies such as learning analytics and artificial intelligence allow instructors to provide more targeted support based on individual

student needs (Flückiger, 2025). Moreover, flexible learning models such as HyFlex offer students the opportunity to choose their preferred mode of learning, thereby enhancing engagement and academic performance (Battestilli et al., 2023).

However, the effectiveness of instructional media and learning support is influenced by several challenges. Digital inequality, limited access to technological resources, and insufficient skills in utilizing instructional media can hinder learning effectiveness. Additionally, excessive or poorly planned use of technology may lead to distractions that reduce students' focus (David, 2025).

In the context of this study, students' perceptions of instructional media use and learning support indicate that their implementation has not yet reached an optimal level. Although instructional media are present, their effectiveness in enhancing student motivation and understanding remains limited. This highlights the need for more strategic and integrated approaches in utilizing instructional media.

Therefore, instructional media and learning support should be designed and implemented in a more systematic and integrated manner. Instructors are expected to select appropriate media aligned with course content and student needs, while combining them with interactive and student-centered teaching approaches. Such efforts are essential to create engaging and effective learning environments that enhance both student motivation and understanding in a sustainable manner.

CONCLUSION

This study aimed to examine students' perceptions of lecturers' teaching methods in the Personnel Administration course by analyzing four key dimensions: clarity of instruction, teaching methods and strategies, interaction and engagement, and instructional media use and learning support. The findings indicate that, overall, students' perceptions tend to fall within the moderate to low categories, suggesting that the effectiveness of teaching practices has not yet reached an optimal level.

Specifically, the clarity of instruction and the use of teaching methods are perceived relatively low, indicating that the delivery of content and the variation of instructional strategies require significant improvement. These aspects are fundamental, as unclear explanations and limited instructional variation may hinder students' understanding and reduce their engagement in the learning process. Meanwhile, the dimension of interaction and engagement shows a relatively better condition, with most students perceiving moderate levels of participation. This suggests that interaction has been established, although it has not yet fully encouraged active and consistent student involvement.

Similarly, the use of instructional media and learning support is perceived as moderate, indicating that while media and supporting tools are present, their utilization has not been maximized to enhance students' motivation and comprehension. Variations in student perceptions also suggest that the effectiveness of these elements is not evenly experienced.

Overall, the findings reveal a gap between the expected and actual implementation of effective teaching practices. While some aspects of teaching have been implemented, they have not yet been integrated in a comprehensive and consistent manner. Therefore, it is essential to improve instructional clarity, diversify teaching strategies, strengthen classroom interaction, and optimize the use of instructional media through more student-centered and innovative approaches.

These efforts are crucial to creating a more effective and engaging learning environment that supports students' understanding, motivation, and academic success in higher education.

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