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## EXPLORING THE RELATIONSHIP BETWEEN STUDENTS' PERCEPTIONS AND PERFORMANCE IN THE LEARNING EVALUATION COURSE

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### ABSTRAK

This study investigates the impact of students' views of assessment methods, their enduring attitudes, and classroom management on academic achievement in the Learning Evaluation course at UIN Sultan Maulana Hasanuddin Banten, Indonesia, and Universiti Pendidikan Sultan Idris, Malaysia. This study investigates disparities in educational outcomes and their association with non-academic characteristics within the cross-cultural framework of Islamic higher education. The primary objective is to examine the impact of these three variables on students' academic performance. A quantitative methodology was employed, utilising questionnaires as the principal data collection instrument. A group of 190 students was formed via stratified random sampling, and the data were analysed via Partial Least Squares (PLS) methods. The results indicate that students' perceptions of the evaluation system significantly influence learning outcomes (path coefficient = 0.238,  $p = 0.040$ ). The *istiqomah* or consistent attitudes demonstrated no notable impact (path coefficient = -0.027,  $p = 0.874$ ). Classroom management exerts a substantial and favourable impact on student learning outcomes (path coefficient = 0.767,  $p = 0.000$ ). The findings underscore the critical significance of well-supported and well-managed classroom environments in improving student performance. The results demonstrate that effective classroom management and fair assessment practices are essential to improving educational quality in Islamic higher education institutions.

*Keywords: Evaluation Framework, Consistent Methodology, Educational Environment Administration, Academic Achievement*

### ABSTRAK

Dalam mata kuliah Evaluasi Pembelajaran di UIN SMH Banten, Indonesia, dan UPSI, Malaysia, studi ini menganalisis dampak persepsi siswa terhadap sistem penilaian, sikap *istiqomah* (konsistensi), dan manajemen kelas terhadap hasil belajar mereka. Penelitian ini berfokus pada variasi prestasi akademik siswa serta hubungannya dengan faktor non-akademik, khususnya dalam konteks pendidikan tinggi Islam lintas budaya. Tujuan kajian untuk mengukur seberapa signifikan kontribusi ketiga variabel tersebut terhadap hasil belajar siswa. Studi ini dilaksanakan dengan pendekatan kuantitatif dan memanfaatkan kuesioner sebagai instrumen utama dalam pengumpulan data. Metode pengambilan sampel acak terstratifikasi diterapkan untuk memilih sejumlah 190 siswa. Metode Partial Least

Squares (PLS) diterapkan untuk menganalisis data. Temuan dari studi ini mengindikasikan bahwa pandangan siswa mengenai sistem penilaian berpengaruh signifikan terhadap hasil belajar mereka (koefisien jalur = 0,238;  $p = 0,040$ ). Di sisi lain, sikap *istiqomah* menunjukkan pengaruh yang tidak signifikan (koefisien jalur = -0,027;  $p = 0,874$ ). Pengelolaan kelas menunjukkan dampak yang substansial terhadap hasil belajar siswa (koefisien jalur = 0,767;  $p = 0,000$ ). Temuan ini menekankan signifikansi dalam meningkatkan prestasi akademik siswa melalui penyediaan lingkungan pembelajaran yang menyenangkan dan terkelola dengan baik. Sehubungan dengan itu, studi ini mengungkapkan bahwa penerapan manajemen kelas yang efisien dan sistem penilaian yang adil memberikan pengaruh signifikan pada peningkatan kualitas pendidikan di perguruan tinggi Islam di kedua negara.

*Kata Kunci : Penilaian Pembelajaran, Konsistensi Sikap, Pengelolaan Kelas, Dan Capaian Belajar.*

## INTRODUCTION

The State Islamic University (UIN) Sultan Maulana Hasanuddin (SMH) Banten, situated in Serang City, Banten, is one of Indonesia's Islamic state universities. It offers educational programs based on the tenets of the 1945 Constitution and Pancasila. The university's mission and objectives underscore the significance of incorporating Islamic beliefs, promoting character development, and attaining academic success. All constituents of the academic community—educators, students, support staff, and administrative personnel—must cooperate to attain these objectives.

In this ecosystem, lecturers function as pivotal academic leaders; in addition to their teaching duties, they are responsible for undertaking research, mentoring students, and promoting community growth (Ketonen & Nieminen, 2025; Özdemir & Kılınc, 2025; Sheng et al., 2024). To achieve best learning results for pupils, such responsibilities require integrity and commitment. Creating effective educational programs and assessing student progress are essential responsibilities of educators. Assessment provides critical information necessary for enhancing the educational experience and evaluating academic performance (Goss, 2022).

Effectively structured exams allow educators to discern pupils' strengths and weaknesses, offer needed remedial assistance, and guarantee that all individuals possess equitable possibilities to realise their full potential (Zeng et al., 2018). Evaluations, including written examinations, collaborative or solitary projects, and performance assessments, generally correspond with the defined learning objectives. Moreover, by guaranteeing that standards correspond with anticipated learning results, evaluation is vital in upholding the integrity of educational quality (Chizya, 2018). A fundamental component of education is the learning process, which fosters competent and principled individuals (Saykılı, 2018).

Higher education lecturers are expected to cultivate an environment that promotes students' social, emotional, and intellectual growth. The employed

methodologies are as crucial to the efficacy of the learning process as the course content (Singh-Ackbarali & Maharaj, 2014). Improving the relevance and importance of learning entails employing tactics such as project-based learning, case study analysis, and facilitated debates. Therefore, educators must consistently improve their teaching skills by creating engaging and unique learning experiences.

Delivering education in higher institutions frequently faces considerable obstacles, especially in areas like as assessment and classroom management. Several students have expressed their discontent with assessment systems, highlighting concerns over insufficient transparency and an excessive focus on memorisation (Fareed et al., 2016). Furthermore, disengaged classes may result from inadequate interaction between educators and students. Effective classroom management is essential in these circumstances to facilitate successful learning (Özgenel & Bozkurt, 2019). Instructors ought to promote student involvement via debates, collaborative projects, and technology-enhanced online activities (Rosé & Ferschke, 2016). The alignment of the educational process with its intended objectives is fundamentally dependent on the assessment of learning (Al-Kuwari et al., 2021).

Formative evaluations offer ongoing feedback throughout the instructional process, whereas summative assessments analyse learning outcomes at the conclusion of a course. These are categories of assessments (Bin Mubayrik, 2020). Assessing students' ability to apply their gained information in practical circumstances requires authentic evaluations and self-reflection. Educators can acquire a thorough understanding of students' competencies by employing various assessment techniques (Uygur et al., 2019).

This study analyses three key elements affecting students' learning outcomes: classroom management, *istiqomah* (consistency) attitude, and students' impressions of the assessment procedure. The methods utilised to quantify, assess, and provide insights on learning outcomes are referred to as the assessment system (Tian & Sun, 2018). Perception, as a cognitive function, denotes the way individuals interpret and process sensory information from their surroundings (Ingold, 2021).

In educational settings, student perspectives indicate their feelings about equal assessments, instructional techniques, and accessible learning resources. Their motivation and confidence in learning often originate from these beliefs (Maulana et al., 2015). Academic achievement can be predicted by the *istiqomah* attitude, which reflects a student's perseverance and dedication to continuous learning (Ansori & Nugraha, 2024). Conversely, classroom management pertains to the structuring of the learning environment to promote engagement and uphold order for efficient instruction (Grapragasem et al., 2015). Effective classroom management cultivates a supportive learning environment that boosts student motivation and focus, resulting in enhanced educational outcomes. Learning outcomes refer to the skills or knowledge acquired by students through engagement in educational activities (Syed et al., 2022).

The research was carried out at two universities that represent different academic cultures and educational frameworks: Universiti Pendidikan Sultan Idris (UPSI) in Malaysia and UIN SMH Banten. The study utilised a quantitative methodology to evaluate the research variables, gathering data from 190 students via structured questionnaires. The Evaluation of Learning course encompassed a statistical examination of students' views towards *istiqomah*, assessment, and classroom management to investigate their correlation with learning outcomes (Istiqomah et al., 2024; Kang & Kim, 2021; Müller & Mildenerger, 2021).

The findings are anticipated to improve our comprehension of the elements influencing pupils' academic performance. Moreover, these materials seek to aid administrators and educators in developing successful teaching practices that align with the requirements of their pupils. This research provides new perspectives on how cultural and academic characteristics shape learning in different contexts by analyzing the institutional differences between UPSI Malaysia and UIN SMH Banten. It highlights that collaboration between lecturers, students, and institutional systems is vital to achieving optimal learning outcomes. Well-managed classrooms and robust assessment practices are identified as key elements of an effective learning environment. The study aims to lay a foundation for enhancing educational quality in universities and emphasises the important influence of non-academic factors on student success.

## METHOD

This study adopts a quantitative approach, with the primary focus on collecting and analysing numerical data to investigate the identified variables. To thoroughly investigate how students' perceptions of assessment systems, their steadfast attitudes, and classroom management affect learning outcomes in the Evaluation of Learning course, a quantitative research approach was deemed suitable.

A Likert-scale questionnaire was administered to assess each element of the research variables (Heo et al., 2022; Kusmaryono et al., 2022). The data were collected via this survey. Surveys are effective instruments for systematically collecting data from a representative sample (Johnston et al., 2016).

The study population consists of students from the Faculty of Tarbiyah and Teaching (FTK) at UIN SMH Banten and the Faculty of Education at UPSI Malaysia, specifically those currently enrolled in or who have completed the Evaluation of Learning course. The sample was drawn via stratified random sampling to ensure proportional representation across subgroups (Baltes & Ralph, 2022; Nguyen et al., 2021; Stratton, 2021). A 95% confidence level and a 5% margin of error were employed to enhance the generalisability of the results (Althubaiti, 2023; Bihu, 2021; Naing et al., 2022).

Data sources are divided into two categories: main and secondary. Primary data were collected through questionnaires, observations, and direct student interviews, while secondary data were obtained from institutional sources, such as evaluation reports and classroom management records (Sileyew, 2019). The

analysis use the Partial Least Squares (PLS) approach, a component of Structural Equation Modelling (SEM), to investigate causal links among variables (Lowry & Gaskin, 2014).

The evaluation of instrument validity and reliability is performed via loading factors and composite reliability, employing SmartPLS software (Yana et al., 2015). This analysis evaluates both the external and internal models, presenting findings via route coefficients and R-squared values (Purwanto & Sudargini, 2021).

The validity testing approach employs convergent validity, examining the correlation between item scores (components) and construct scores to get factor loadings. A high loading factor signifies a strong association (more than 0.70) between an item and its construct. In preliminary investigations, loading factor values between 0.5 and 0.6 are considered acceptable (Junaidi, 2021).

Reliability denotes the consistency and dependability of measurement outcomes acquired using the same instrument across repeated assessments. The assessment of the reliability of study variables is conducted utilising Cronbach's alpha and composite reliability measures. Measurement items are deemed reliable when the Cronbach's alpha value surpasses 0.6 (Kroehne et al., 2003).

## RESULTS AND DISCUSSION

### Results

This study investigates three independent variables and one dependent variable: students' opinions of the assessment system (X1), *istiqomah* (consistency) attitudes (X2), classroom management (X3), and learning outcomes in the Evaluation of Learning course (Y).

Each indicator is represented by several questionnaire items provided to respondents during data collection. Table 1 delineates the demographic features of the participants, presenting the numerical and percentage distribution of students from two institutions: UIN Sultan Maulana Hasanuddin (UIN SMH) Banten, Indonesia, and Sultan Idris Education University (UPSI), Malaysia.

**Table 1.** Respondent Characteristics Category

Row Labels	Count of Campus Name	Percentage
UIN SMH Banten	90	50,00
UPSI Malaysia	90	50,00
<b>Grand Total</b>	<b>180</b>	<b>100</b>

This study covered a total of 190 students, as indicated in the table. Among the participants, 100 students (50.00%) were affiliated with UIN SMH Banten, while the other 100 students (50.00%) were associated with UPSI Malaysia. This demonstrates an equitable distribution of respondents across the two institutions. The aggregate number of participants from both universities is 190, constituting the entire sample.

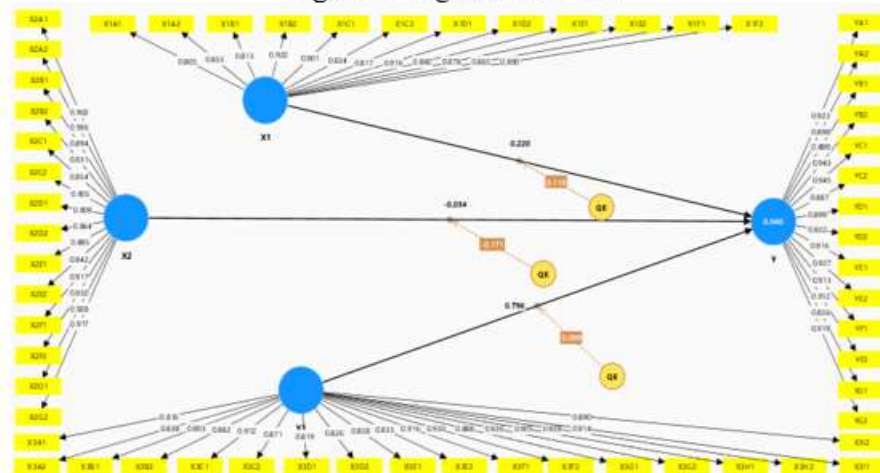
This proportionate distribution ensures balanced participation from each institution, hence providing equitable representation of both universities in the

dataset. The balanced sample is crucial for mitigating any institutional bias and facilitating an equitable comparison of research variables between the two campuses.

According to Rasoolimanesh et al. (2018), the linearity test is utilised in order to determine whether or not the correlations that exist between the variables contained in this study are linear or nonlinear. Investigating the endogenous variable in order to ascertain the level of linearity is the method that is being described here. It is vital to establish the proper model before carrying out the test in order to guarantee that the estimated parameters will continue to be objective. This is because problems with simultaneity have not always been able to be resolved automatically. To ensure that the model continues to be valid, it is necessary to ensure that the parameters are identified. In simultaneous equations, the problem of identification can be prevented by including at least one external or instrumental variable in each equation. This will help to alleviate the problem. On the other hand, the variables that are used for shifting must be different for each function; otherwise, the model will experience identification issues once more.

The identification method makes use of equations in simplified form that are based on endogenous variables. According to Gozali and Latan (2015), the simpler versions are employed in order to ascertain the identification, which is carried out within the concurrent system. Figure 1 illustrates how the results of the analysis can be presented in the form of diagrams or tables that are obtained from the linearity assessment of the Quadrant Effect (QE).

Figure 1 Significance Test



The findings of the significance test that evaluated the quadratic influence of each variable on educational quality are presented in Figure 1. The p-values from the assessment of the learning course were all more than 0.05 ( $p > 0.05$ ). This was especially evident in the students' impressions of the evaluation method, their attitudes towards *Istiqomah*, their classroom management, and their academic

outcomes. This conclusion indicates that the connections among these variables are linear, aligning with the assumptions of the linear model.

In addition, the results of the significance test for the Quadrant Effect are summarised in Table 2, which also highlights the fact that all of the p-values for the variables were greater than 0.05.

**Table 2. Linearity Test**

Quadratic Effect	Path Coefficient	P-Value	Description
QE (X1)-> Y	0.118	0.263	Linearity is Satisfied
QE (X2)-> Y	-0.171	0.149	Linearity is Satisfied
QE (X3)-> Y	0.099	0.517	Linearity is Satisfied

Thus, the linearity of the correlations among Students' Perceptions of the Assessment System (X1), *Istiqomah* Attitudes (X2), Classroom Management (X3), and Learning Outcomes (Y) is established, thereby validating the assertion that the linear model is the most suitable choice. Cronbach's Alpha was used to assess the internal consistency of the study instrument. This was executed to ensure the consistency and reliability of the data collection procedure. A Cronbach's Alpha ( $\alpha$ ) value exceeding 0.6 signifies that the instrument is reliable. If the reading is below 0.6, it indicates that the instrument lack reliability.

A convergent validity test was conducted using the Average Variance Extracted (AVE) method, with the AVE threshold set above 0.5. Table 3 demonstrates that the Cronbach's Alpha coefficients for all variables—Students' Perceptions of the Assessment System, *Istiqomah* Attitudes, Classroom Management, and Learning Outcomes—surpassed 0.6, while the AVE values consistently exceeded 0.5. (Ghozali, 2021).

**Table 3. Average Variance Extracted (AVE)**

	Cronbach's alpha	Composite reliability (rho_c)	Average variance extracted (AVE)
X1	0.971	0.974	0.759
X2	0.981	0.983	0.801
X3	0.983	0.984	0.777
Y	0.984	0.986	0.831

These findings give credence to the notion that every single item on the questionnaire demonstrates both internal consistency and dependability. It has been observed by Vaske et al. (2017) that Cronbach's Alpha is a statistical tool that evaluates the internal consistency of a measurement scale. In general, a Cronbach's Alpha score that is more than 0.7 indicates a high level of reliability. These coefficients are highlighted in green in Table 4, which indicates that all of the variables are reliable according to the standard.

**Table 4. Cronbach's Alpha**

	Cronbach's alpha	Composite reliability (rho_c)	Average variance extracted (AVE)
X1	0.971	0.974	0.759
X2	0.981	0.983	0.801
X3	0.983	0.984	0.777
Y	0.984	0.986	0.831

A composite reliability analysis was conducted to assess the consistency of each indicator with its corresponding construct. A composite reliability value exceeding 0.7 indicates that the build is considered reliable. Table 5 presents the composite reliability estimates: Classroom Management = 0.923, Learning Management System (LMS) = 0.931, *Istiqomah* Attitude = 0.935, and Islamic Higher Education Quality = 0.969.

**Table 5. Composite Reliability**

	Cronbach's alpha	Composite reliability (rho_c)	Average variance extracted (AVE)
X1	0.971	0.974	0.759
X2	0.981	0.983	0.801
X3	0.983	0.984	0.777
Y	0.984	0.986	0.831

There was a high level of dependability and internal consistency among the variables, as well as the fact that all of the constructions exceeded the criterion of 0.7. For the purpose of determining whether or not the model is valid, the coefficient of determination (R2) was calculated for each latent variable using SmartPLS. The R2 value is a measure that demonstrates the extent to which exogenous factors, which are independent variables, explain endogenous variables, which are reliant on them.

According to Ghozali (2014), R2 values of 0.67, 0.33, and 0.19 correspond to strong, moderate, and weak explanatory power, respectively. The model generated an R2 of 0.933, and the corrected R2 was 0.929. This indicates that the combined effects of Students' Perceptions of the Assessment System, *Istiqomah* Attitudes, and Classroom Management accounted for 93.3% of the variation in Learning Outcomes.

**Tabel 6. R-Square Value**

	R-square	R-square adjusted
Y	0.933	0.929

The remaining 7.4% can be related to additional causes that have not been investigated. When the modified R2 value is more than 0.67, it indicates that the model fits the data well and has a robust capacity to explain the data (Sofyan et al., 2024). In addition, the Path Coefficient Test was carried out in order to determine the direct correlations that exist between the variables that were independent and those that were dependent.

To ascertain significant levels, the test employed bootstrapping, with the p-value acting as the principal metric for hypothesis validity assessment. The analysis results are displayed in Table 7, indicating that statistical significance is achieved when the T-statistic exceeds 1.96 or when the p-value is below 0.05. The T-statistic of 2.752 (exceeding 1.96) and a p-value of 0.040 (below 0.05) suggest that students' perceptions of the assessment system significantly influence learning outcomes in their enrolled evaluation course.

**Tabel 7 Results of Path Coefficient Test**

Variabel Penelitian	Original Sample (O)	Sample Mean (M)	Standar Deviasi (STDEV)	T Statistic	P Value
Students' Perceptions of the Assessment System (X1) → Learning Outcomes in the Evaluation of Learning Course (Y)	0.238	0.226	0.136	2.752	0.040
Students' Istiqomah Attitudes (X2) → Learning Outcomes in the Evaluation of Learning Course (Y)	-0.027	-0.011	0.168	0.159	0.874
Classroom Management (X3) → Learning Outcomes in the Evaluation of Learning Course (Y)	0.767	0.763	0.182	4.221	0.000

A T-statistic of 0.159 (<1.96) and a p-value of 0.874 (>0.05) indicate that *Istiqomah* Attitudes do not significantly affect Learning Outcomes. The study's execution substantiates this. The T-statistic of 4.221 (exceeding 1.96) and the p-value of 0.000 (below 0.05) indicate that Classroom Management exerts a substantial influence on Learning Outcomes.

Considering all these findings, it is evident that students' impressions of the evaluation method and classroom management significantly influence their academic achievement in the Evaluation of Learning course. Conversely, it appears that *Istiqomah's* views exert no substantial influence.

**Discussion**

The previous section outlined the research model and the procedures for hypothesis testing. This analysis delves into the interrelationships among the study's variables, considering their direct interactions to provide a comprehensive understanding of the underlying dynamics. The bootstrapping-based hypothesis testing reveals distinct patterns of influence among the factors.

***Students' Perceptions of Assessment Systems***

According to the Evaluation of Learning course, students' views on assessment methods significantly impact their learning outcomes (path coefficient

= 0.238,  $p = 0.040 < 0.05$ ). This influence is noteworthy since it impacts the learning outcomes. According to Bandura (1997), social cognitive theory proposes that students' perceptions about evaluation procedures impact their motivation and performance. This conclusion is consistent with the claims made by social cognitive theory. Students are more likely to engage more fully with the content of the course, which ultimately leads to greater academic performance, when they perceive assessments to be fair, transparent, and linked with learning objectives. This supports H1 and is consistent with research showing that positive assessment perceptions enhance self-efficacy and achievement in higher education settings (Gikandi et al., 2011).

### *Istiqomah Attitudes*

Students' *istiqomah* (consistency/persistence) attitudes do not have a significant effect on learning outcomes (path coefficient = -0.027,  $p = 0.874 > 0.05$ ). This unexpected result suggests that while *istiqomah* represents an important Islamic value of steadfastness, its direct impact on academic performance may be context-specific or mediated by other factors in multicultural educational settings. The negative coefficient, though statistically insignificant, may indicate that excessive rigidity in attitudes could limit adaptability in diverse learning environments. This rejects H2 and contrasts with studies linking conscientiousness to academic success (Poropat, 2009), highlighting potential cultural or contextual moderators in cross-national comparisons.

### *Classroom Management*

The most tremendous significant positive impact on learning outcomes is brought about by effective classroom management (path coefficient = 0.767,  $p < 0.05$ ), which supports hypothesis 3. Effective classroom management creates structured, supportive environments that minimize disruptions and maximize instructional time, directly enhancing student engagement and comprehension (Marzano et al., 2003). This finding underscores the universal importance of teacher control over learning environments, particularly in evaluation courses requiring active participation and feedback. The substantial path coefficient indicates that classroom management serves as the dominant predictor of success, aligning with meta-analyses showing strong correlations between management practices and student achievement (Hattie, 2009).

## CONCLUSION

The results reveal that the variables examined influence learning outcomes in the Evaluation of Learning course to varying degrees. Students' positive perceptions of assessment systems significantly enhance academic performance, underscoring the importance of fair and supportive evaluation practices in fostering better results. Conversely, *istiqomah* attitudes showed no meaningful effect, despite the fact that consistency and perseverance remain core principles in Islamic education.

Classroom management is recognised as a crucial element, demonstrating a strong positive link with students' academic success. The findings demonstrate that proficient classroom management improves the learning environment, thereby facilitating academic success. The study emphasises the need of combining an equitable evaluation system with well-managed classroom practices to enhance the quality and efficacy of the learning process.

Implications for practice, educational institutions should prioritise transparent and equitable assessment systems to boost student engagement and achievement, particularly in evaluation-focused courses. Faculty training on effective classroom management remains critical, as it emerged as the strongest predictor. The limited role of *istiqomah* suggests that while Islamic values are foundational, their academic impact may require contextual adaptation in multicultural university settings.

Recommendations for future studies include exploring mediating factors (e.g., motivation, self-efficacy) that may account for the weak direct effect of *istiqomah* attitudes. Qualitative approaches, such as interviews with students from UIN SMH Banten and UPSI Malaysia, would provide deeper insights into cultural influences on these relationships. Longitudinal designs could also assess whether *istiqomah*'s impact strengthens over time or varies by academic discipline.

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