



STUDENT PERCEPTIONS OF THE IMPLEMENTATION OF THE LEARNING PROCESS

Januario de Jesus Fernandes*, Augusto da Costa², Julito da Silva³, Zacarias de Andrade⁴
Instituto Superior Cristal Polo Same^{1,3,4}, Instituto Superior Cristal Dili Timor Leste²

ARTICLE INFO

Article history:

Received: 20-05-2026

Accepted: 22-06-2026

Published: 08-07-2026

Keyword:

student perception
and implementation
of learning
processes

ABSTRACT

This research examines the influence of student perceptions on the implementation of the learning process at Instituto Superior Cristal Same. The research method is quantitative; the collection, preparation, and analysis techniques use SPSS Software Version 21. The research results showed that student perceptions significantly impact the implementation of the learning process. Therefore, it is very important to develop pedagogical approaches that motivate students, support learning planning, and promote an inclusive, interesting, and collaborative environment.

INTRODUCTION

The study of students' perceptions of the implementation of the learning process involves several key variables important for evaluating educational quality. Student feeling is a complex psychological process involving students' interpretations and evaluations of their educational experiences. This concept is grounded in theories that explain how students develop their understanding of the learning environment. According to Wulandari (2021), belief is formed through social interaction and cultural context. Students construct their understanding of the learning process through interactions with lecturers, peers, and the social environment.

* Corresponding author.

E-mail addresses: januarifernandes@gmail.com (Januario de Jesus Fernandes)*
acostas3bk2015@gmail.com (Augusto da Costa), julitodacosta21@gmail.com (Julito da Silva),
zeedafian461@gmail.com (Zacarias de Andrade)

ISSN: 2523-613X (Online) - ISCE: Journal of Innovative Studies on Character and Education is licensed under Creative Commons Attribution-ShareAlike 4.0 International License (<http://creativecommons.org/licenses/by/4.0/>).

Similarly, Korompot (2020) explains that student beliefs develop through processes of assimilation and accommodation. Students interpret new experiences through existing cognitive schemas and adjust their perceptions when confronted with information inconsistent with those schemas. Furthermore, Irawati and Santaria (2020) propose that student perceptions are formed through the experiential learning cycle, consisting of concrete experience, reflective observation, abstract conceptualisation, and active experimentation (Vaz et al., 2022). Students' perceptions of the effectiveness of the learning process depend on how this cycle is implemented.

Meanwhile, Dwi Aprilita and Handican (2023) explain that positive student beliefs are associated with the fulfilment of basic psychological needs, namely autonomy, competence, and social connectedness. When the learning process satisfies these needs, students tend to develop more positive beliefs.

According to Fahira (2022), students' perceptions of success or failure in learning are influenced by the attributions they make. Students who attribute outcomes to effort and strategy (internal and controllable factors) tend to have more positive perceptions. Fitron and Mu'arifin (2022) argue that students' perceptions of learning are influenced by expectations of success and the value they assign to learning tasks. Positive perceptions develop when students believe they can succeed and when learning activities are meaningful to them.

Rahman (2020) explains that students' perceptions of learning difficulties are related to cognitive load. When information is presented in a way that does not overload working memory capacity, students develop more positive perceptions of the learning process. Collectively, these theories emphasise that student perceptions are multidimensional and influenced by cognitive, emotional, social, and contextual factors (Da Costa, 2026).

The implementation of the learning process refers to the practical application of strategies, methods, and teaching activities designed to facilitate effective student learning. This concept is complex and encompasses aspects ranging from planning to evaluation. Melyza and Aguss (2021) propose a systematic sequence for implementing the learning process, including gaining attention, informing learners of objectives, stimulating prior knowledge, presenting learning materials, providing learning guidance, eliciting performance, giving feedback, evaluating performance, and

enhancing retention and transfer.

Suryani (2015) emphasises learning strategies that actively involve students in the learning process rather than passive reception of information. Such implementation includes discussions, problem-solving activities, case studies, and collaborative learning. Huda (2023) advocates for implementing learning processes centred on real-world problems through authentic problem presentation, collaborative investigation, and student-generated solutions.

In addition, Fahmi (2021) describes implementation approaches that combine face-to-face learning with digital technology. Effective implementation requires a balance between these modalities and coherent integration. Wahidin (2018) proposes a model for implementing a learning process that begins with desired outcomes and subsequently develops activities and assessments. This approach involves identifying desired outcomes, deciding acceptable evidence, and planning learning experiences.

Based on the concepts discussed above, it can be concluded that effective implementation of the learning process requires a systematic, student-centred, and adaptable approach. These theories provide a framework for understanding the complexity of implementation and the importance of aligning objectives, methods, and assessments. Successful implementation depends on integrating pedagogical principles with modern technology while considering student diversity.

Previous studies related to learning processes are relevant to the current study. Huda (2022) found that university students highly value active interaction with lecturers and consider interactive teaching methods to produce better learning outcomes. Research conducted by Icha (2021) showed that resource limitations, particularly access to technology and laboratories, negatively affect students' beliefs of educational quality in many higher education institutions in Timor-Leste.

Compared with these earlier studies, the current research specifically focuses on the context of ISC Polo Manufahi, which represents a rural area with unique challenges compared to institutions located in the capital city. Therefore, this study provides specific insights into the implementation of learning processes in regional areas and complements findings from previous studies.

ISC Polo Manufahi faces several specific issues affecting the implementation of the learning process. Regarding teaching methods, preliminary observations indicate

that many lecturers still rely on traditional methods that emphasise memorisation rather than the development of critical thinking skills. Concerning interaction and participation, students report limited opportunities for active classroom participation, with communication often occurring in a one-way manner.

In terms of learning resources and environment, ISC Polo Manufahi faces significant challenges due to limited internet access, insufficient library resources, and incomplete laboratory facilities. In assessment, there is a tendency to rely on traditional examinations that may not reflect the practical competencies students need to develop. Finally, course management and learning impact could be improved, as there is sometimes a lack of coordination among subjects and insufficient connection to real-world situations that students will encounter after graduation.

The primary goal of this study is to analyse and understand students' beliefs regarding the implementation of the learning process at ISC Polo Manufahi. Through a systematic evaluation of key variables, Teaching Methods, Interaction and Participation, Learning Resources and Environment, Assessment, and Course Management and Learning Impact, this research seeks to find strengths and weaknesses in current educational practices.

The significance of this study is large for ISC Polo Manufahi, as the findings will provide an evidence-based foundation for developing policies and strategies to improve teaching quality. Furthermore, this study contributes to the limited body of literature on higher education at ISC Polo Manufahi, particularly in regional areas. A clear understanding of students' beliefs will enable the institution to respond more effectively to students' learning needs and improve the quality of graduates who will contribute to the development of Timorese society.

METHOD

This study used a quantitative, descriptive method, enabling the collection and analysis of numerical data to describe students' beliefs about the implementation of the learning process at ISC Polo Manufahi. This approach enabled the collection of data on students' opinions using a standardised instrument. The study population consisted of students enrolled at ISC Polo Manufahi. From the total population, a sample of 51 students was selected. The sample selection criteria prioritised students with direct classroom experience implementing the learning

process.

The data collection instrument used in this study was a standardised questionnaire consisting of affirmative statements designed to measure students' perceptions. The questionnaire items employed a five-point Likert scale with the following response options: Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly Agree (5). The questionnaire was developed based on relevant aspects of the learning process implementation, including teaching methods, teacher–student interaction, classroom technology, and student participation.

Data was collected by distributing the questionnaire to students and providing sufficient time for completion. Before data collection, students were provided with clear information about the study's goals and assured of the confidentiality of their responses. Participation was entirely voluntary.

The collected data were analysed using SPSS Version 16 and Microsoft Excel. Data analysis techniques included descriptive statistics, validity testing (to assess the relevance of each item), and reliability testing (to examine internal consistency, such as Cronbach's Alpha). In addition, simple linear regression analysis was employed.

The general equation for simple linear regression is:

$$Y = a + bX$$

where X represents the independent variable, and Y represents the dependent variable. The formulas used to calculate the linear regression coefficients are:

$$a = (\Sigma y - b \Sigma x) / n$$

$$b = [n(\Sigma xy) - (\Sigma x)(\Sigma y)] / [n(\Sigma x^2) - (\Sigma x)^2]$$

The researchers also applied correlation coefficient analysis (r) to decide the relationship between the independent and dependent variables. Furthermore, a hypothesis test (t -test) was conducted to decide whether the research findings supported the null hypothesis (H_0) or the alternative hypothesis (H_1). The level of significance used in this study was 0.05.

In addition, the coefficient of determination (R^2) was analysed to measure the contribution of the independent variable (X) to the dependent variable (Y), using the formula:

$$KD = R^2 \times 100\%$$

The research results were based on data collected through questionnaires

distributed to respondents about Variable X (Student Perception) and Variable Y (Implementation of the Learning Process). The data collected were analysed using SPSS Version 21.0 for Windows.

The data analysis involved simple linear regression to determine the direct effect of Student Perception (independent variable, X) on the Implementation of the Learning Process (dependent variable, Y).

RESULT AND DISCUSSIONS

Result

The research findings are based on data collected through the distribution of questionnaires on Variables X (Student Perception) and Y (Implementation of the Learning Process) to the respondents. The data collected were analysed using SPSS Version 21.0 for Windows. The results of the data analysis are presented as follows.

1. Respondent Classification

The research data obtained from the respondents through questionnaires also provide information on respondent characteristics, including gender, age, semester level, and department, as described below.

1.1 Respondent Classification by Gender

The frequency distribution of respondents by gender is presented in Table 1.

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	23	45.1	45.1	45.1
Female	28	54.9	54.9	100.0
Total	51	51	100.0	100.0

Table 1. Respondent Classification by Gender

Source: Primary Data Analysis using SPSS Version 21.

Based on Table 1, 23 respondents (45.1%) were male, and 28 respondents (54.9%) were female. These results show that most respondents were female.

1.2 Respondent Classification by Age

The distribution of respondents by age is presented in Table 2.

Age Group	Frequency	Percent	Valid Percent	Cumulative Percent
18–25	10	19.6	19.6	19.6
26–33	10	19.6	19.6	39.2
34–41	22	43.1	43.1	82.4
42–49	6	11.8	11.8	94.1
50–60	3	5.9	5.9	100.0
Total	51	100.0	100.0	

Table 2. Respondent Classification by Age

Source: Primary Data Analysis using SPSS Version 21.

The results show that the largest age group was 34–41 years, consisting of 22 respondents (43.1%).

1.3 Respondent Classification by Semester

The distribution of respondents by semester is presented in Table 3.

Semester	Frequency	Percent	Valid Percent	Cumulative Percent
Semester I	14	27.5	27.5	27.5
Semester III	19	37.3	37.3	64.7
Semester V	8	15.7	15.7	80.4
Semester VII	10	19.6	19.6	100.0
Total	51	100.0	100.0	

Table 3. Respondent Classification by Semester

Source: Primary Data Analysis using SPSS Version 21.

The results show that most respondents were in Semester III (19 students, 37.3%).

2. Descriptive Analysis of Variables

a. Student Perception Variable

Descriptive analysis refers to statistical techniques used to summarise numerical data related to respondents' answers. Based on the results obtained from the questionnaire distribution for the Student Perception Variable (X), which consisted of three indicators, respondents provided the following responses:

1. Strongly Disagree (SD): 37 responses (4%)
2. Disagree (D): 54 responses (6%)
3. Neutral (N): 118 responses (14%)
4. Agree (A): 390 responses (45%)
5. Strongly Agree (SA): 268 responses (32%)

A detailed descriptive analysis of each indicator is presented in Table 4.

Student Perception Indicators	SD	D	N	A	SA
Teaching Methods	16	23	52	140	75
Interaction and Participation	10	12	25	145	114
Learning Resources and Environment	11	19	41	105	79
Total	37 (4%)	54 (6%)	118 (14%)	390 (45%)	268 (32%)

Table 4. Student Perception Variable

Source: Primary Data Analysis using SPSS Version 21.

The results show that most respondents agreed with the statements about student perceptions, suggesting positive beliefs of teaching methods, interaction and participation, and learning resources and environment at ISC Polo Manufahi.

b. Learning Process Implementation Variable

The results obtained from the questionnaire distribution for the Learning Process Implementation Variable (Y), which consisted of three indicators, show the following responses:

1. Strongly Disagree (SD): 10 responses (1%)
2. Disagree (D): 50 responses (6%)
3. Neutral (N): 76 responses (10%)
4. Agree (A): 380 responses (50%)
5. Strongly Agree (SA): 249 responses (33%)

These findings show that most respondents agreed with the statements related to the implementation of the learning process. A detailed descriptive analysis of each indicator is presented in the following table.

Learning Process Implementation	SD	D	N	A	SA
Assessment	2	3	4	30	12
	0	3	4	30	14
	0	2	4	29	16
	0	2	4	34	11
	1	3	9	22	16
Subtotal	3	13	25	145	69
Course Management	2	3	5	26	15
	0	6	6	26	13
	0	4	10	28	9
	0	4	7	22	18
	2	5	7	26	11
Subtotal	4	22	35	128	66
Learning Impact	1	2	8	25	15
	1	4	3	25	18
	0	4	1	25	21
	0	4	2	13	32

	1	1	2	19	28
Subtotal	3	15	16	107	114
Total	10 (1%)	50 (6%)	76 (10%)	380 (50%)	249 (33%)

Table 5. Learning Process Implementation Variable

Source: Primary Data Analysis using SPSS Version 21.

Based on the research results obtained through the distribution of questionnaires on the Learning Process Implementation Variable (Y), respondents provided varying answers to each statement. The graphical representation of these responses is presented below.

Source: Primary Data Analysis using Microsoft Excel 2021.

3. Data Quality Testing

This study used a questionnaire as the instrument to measure students' perceptions of the implementation of the learning process. Before analysing the research data, validity and reliability tests were conducted to verify whether the questionnaire was a proper instrument for data collection.

a. Validity Test (Item-Total Correlation Test)

The validity test was conducted to show the degree of credibility of the questionnaire items in measuring the phenomenon under investigation (Costa, 2024; Brito, 2022). To decide the validity of each questionnaire item, the significance value of the correlation between each item and the total score was examined using the following criteria:

1. If $r\text{-value} > r\text{-table}$, the item is considered valid.
2. If $r\text{-value} < r\text{-table}$, the item is considered invalid.

Where: $r\text{-table}$ at $\alpha = 0.05$ (5%) with degrees of freedom ($df = n - 2$) (Brito, 2022).

The complete results of the validity test are presented in Table 6.

Variable	Indicator	Corrected Item-Total Correlation	r-table	Conclusion
Student Perception	X1.1	0.344	0.235	Valid
	X1.2	0.670	0.235	Valid

	X1.3	0.666	0.235	Valid
	X1.4	0.586	0.235	Valid
	X1.5	0.439	0.235	Valid
	X1.6	0.310	0.235	Valid
	X2.1	0.626	0.235	Valid
	X2.2	0.736	0.235	Valid
	X2.3	0.780	0.235	Valid
	X2.4	0.697	0.235	Valid
	X2.5	0.817	0.235	Valid
	X2.6	0.544	0.235	Valid
	X3.1	0.391	0.235	Valid
	X3.2	0.485	0.235	Valid
	X3.3	0.532	0.235	Valid
	X3.4	0.530	0.235	Valid
Learning Process Implementation	X3.5	0.351	0.235	Valid
	Y1.1	0.602	0.235	Valid
	Y1.2	0.621	0.235	Valid
	Y1.3	0.449	0.235	Valid
	Y1.4	0.569	0.235	Valid
	Y1.5	0.683	0.235	Valid
	Y2.1	0.542	0.235	Valid
	Y2.2	0.666	0.235	Valid
	Y2.3	0.540	0.235	Valid
	Y2.4	0.655	0.235	Valid

	Y2.5	0.405	0.235	Valid
	Y3.1	0.699	0.235	Valid
	Y3.2	0.754	0.235	Valid
	Y3.3	0.702	0.235	Valid
	Y3.4	0.790	0.235	Valid
	Y3.5	0.601	0.235	Valid

Table 6. Validity Test Results

The validity test results indicate that all variables have corrected item-total correlations greater than 0.235. Therefore, all questionnaire items are considered valid and can be used as indicators of the research variables.

b. Questionnaire Reliability Test

Reliability refers to the consistency of an instrument in measuring a particular phenomenon. The criteria used to decide reliability are as follows:

1. If Cronbach's Alpha > 0.60, the instrument is reliable.
2. If Cronbach's Alpha < 0.60, the instrument is not reliable.

Reliability Statistics	Value
Cronbach's Alpha	0.755
Cronbach's Alpha Based on Standardized Items	0.758
Number of Items	2

Table 7. Reliability Test Results

The reliability test results indicate that the Student Perception and Learning Process Implementation variables have reliability values above the standard threshold of 0.60 (Cronbach's Alpha = 0.755). Therefore, the instrument is considered reliable and suitable for use in this study.

4. Simple Linear Regression Analysis

The purpose of this analysis was to determine the effect of Student Perception as the independent variable (X) on the Implementation of the Learning Process as the dependent variable (Y).

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
Constant	24.334	6.837	–	3.559	.001
Student Perception	0.548	0.102	0.611	5.396	.000

Table 8. Simple Linear Regression Analysis

Dependent Variable: Learning Process Implementation

Based on the regression analysis above, the simple linear regression equation is:

$$Y = 24.334 + 0.548X$$

This equation indicates that:

1. The constant value ($a = 24.334$) represents the baseline value of the dependent variable when Student Perception (X) is constant.
2. The regression coefficient ($b = 0.548$) indicates a positive relationship between Student Perception and Learning Process Implementation. Every one-unit increase in Student Perception is associated with a 0.548-unit increase in Learning Process Implementation.

5. Hypothesis Testing

Hypothesis testing was conducted to determine whether Student Perception significantly influences the Implementation of the Learning Process at ISC Polo Manufahi.

The coefficient table (Table 8) shows that:

- $t\text{-calculated} = 5.396$
- $t\text{-table} = 1.677$

- Significance level = 0.05
- Degrees of freedom (df) = 51 – 2 = 49

Since:

t-calculated (5.396) > t-table (1.677)

The alternative hypothesis (H_1) is accepted, and the null hypothesis (H_0) is rejected.

Therefore, Student Perception significantly influences the Implementation of the Learning Process at ISC Polo Manufahi.

6. Simple Linear Correlation Coefficient

Model	R	R Square	Adjusted R Square	Std. Error of Estimate
1	0.611	0.373	0.360	6.986

Table 9. Simple Linear Correlation Coefficient

Predictor: Student Perception

The analysis was conducted to figure out the relationship between Student Perception (X) and Learning Process Implementation (Y).

The SPSS Version 21.0 output indicates a positive correlation between the two variables, with a correlation coefficient:

r = 0.611

Since:

r-calculated (0.611) > r-table (0.235)

There is a strong positive relationship between Student Perception and the Implementation of the Learning Process.

This finding suggests that improvements in teaching methods, interaction and participation, as well as learning resources and environment, will enhance the learning process. Conversely, if these aspects are inadequate, the implementation of the learning process at ISC Polo Manufahi is likely to be less effective.

7. Coefficient of Determination (R^2)

The coefficient of determination (R^2) measures the proportion of variance in the dependent variable explained by the independent variable.

Based on the Model Summary table (Table 9), the coefficient of determination is:

$$R^2 = 0.373 \text{ (37.3\%)}$$

This result indicates that Student Perception regarding teaching methods, interaction and participation, and learning resources and environment explains 37.3% of the variation in the implementation of the learning process at ISC Polo Manufahi.

The remaining **62.7%** is influenced by other factors that were not examined in this study.

Discussion

Based on the research findings, 23 male respondents (45.1%) and 28 female respondents (54.9%) were included. This indicates that the majority of respondents were female. In terms of age, the largest group of respondents was those aged 34–41 years, totalling 22 respondents (43.1%). Likewise, the results show that most respondents were in Semester III (19, 37.3%).

Furthermore, the results obtained from the distribution of questionnaires for the **Student Perception** variable (X), which consisted of three indicators, show that respondents provided the following answers to the questionnaire items prepared by the researcher: **Strongly Disagree (SD)** = 37 responses (4%), **Disagree (D)** = 54 responses (6%), **Neutral (N)** = 118 responses (14%), **Agree (A)** = 390 responses (45%), and **Strongly Agree (SA)** = 268 responses (32%). Therefore, the questionnaire results for the Student Perception variable indicate that the majority of respondents **agreed**, suggesting that when lecturers and ISC Polo Manufahi pay attention to teaching methods, interaction and participation, as well as learning resources and the learning environment, the learning process will improve.

Similarly, the results of the questionnaire distribution for the **Implementation of the Learning Process** variable (Y), which also consisted of three indicators, show that respondents provided the following responses: **Strongly Disagree (SD)** = 10 responses (1%), **Disagree (D)** = 50 responses (6%), **Neutral (N)** = 76 responses (10%), **Agree (A)** = 380 responses (50%), and **Strongly Agree (SA)** = 249 responses (33%). These findings indicate that respondents generally responded positively to the implementation of the learning process.

The **validity test** was conducted to assess the questionnaire items' credibility in measuring the phenomena under study (Brito, 2022). To determine the validity of each questionnaire item, the significance value of the correlation between each item and the total

score was examined. The test results show that all variables had **Corrected Item–Total Correlation values greater than 0.235**, indicating that all items were valid indicators of the research variables.

In addition, the **reliability test** was conducted to assess the instrument's consistency in measuring the phenomenon under study. The reliability test results show that the variables **Student Perception** and **Implementation of the Learning Process** had a reliability coefficient higher than the required standard of 0.60 (**Cronbach's Alpha = 0.755 > 0.60**). Therefore, the questionnaire instrument is reliable and appropriate for use in this study.

The results of the **simple linear regression analysis** produced the following equation:

$$Y = 24.334 + 0.548X$$

This regression equation indicates that the constant value (**a = 24.334**) represents the baseline value of the Implementation of the Learning Process when Student Perception remains constant. The regression coefficient (**b = 0.548**) indicates a positive relationship between Student Perception (X) and the Implementation of the Learning Process (Y). In other words, every one-unit increase in Student Perception is associated with an increase of 0.548 units in the Implementation of the Learning Process.

To determine whether Student Perception significantly influences the Implementation of the Learning Process at ISC Polo Manufahi, a hypothesis test was conducted. Based on the Coefficients table (Table 08), the calculated t-value (**t = 5.396**) was greater than the critical t-table value (**t = 1.677**) at a significance level of 0.05 with degrees of freedom of 49 (51 – 2). Since **5.396 > 1.677**, the alternative hypothesis (Ha) was accepted, and the null hypothesis (Ho) was rejected. Therefore, Student Perception significantly influences the Implementation of the Learning Process at ISC Polo Manufahi.

The correlation analysis between Student Perception (X) and the Implementation of the Learning Process (Y), as presented in the Model Summary table (Table 09), showed a **positive relationship** between the two variables. The correlation coefficient (**r = 0.611**) was greater than the table value (**r = 0.235**), indicating a **strong correlation** between Student Perception and the Implementation of the Learning Process. This means that improvements in students' perceptions of teaching methods, interaction and participation, and learning resources and environment will contribute to better learning. Conversely, if teaching methods, interaction and participation, and learning resources and environment

are inadequate, the implementation of the learning process at ISC Polo Manufahi is also likely to be less effective.

The **coefficient of determination (r^2)** was analysed to determine the extent to which Student Perception influences the Implementation of the Learning Process. Based on the SPSS Version 21.0 analysis shown in the Model Summary table, the coefficient of determination was $r^2 = 0.373$ (37.3%). This means that **37.3% of the variation in the Implementation of the Learning Process at ISC Polo Manufahi can be explained by Student Perception**, particularly regarding teaching methods, interaction and participation, and learning resources and environment. The remaining **62.7%** is influenced by other factors that were not examined in this study.

Based on the study on **Student Perceptions of the Implementation of the Learning Process at ISC Polo Manufahi**, the majority of students at ISC Polo Manufahi have a **positive perception** of the learning process. The descriptive data indicate that many students agree that the classroom learning methods contribute to their understanding of the subject matter and support the continuity of their academic development.

The validity and reliability tests also confirmed that the research instrument used for data collection was both **valid and reliable**. The item-total correlation values supported the questionnaire's validity, and the Cronbach's Alpha ($\alpha > 0.60$) supported its reliability.

Furthermore, the analytical tests (such as regression analysis) showed a **positive and significant relationship** between student perceptions and the effectiveness of the learning process. Students who have positive perceptions generally demonstrate higher motivation, more active participation, and better academic performance.

Therefore, improving students' perceptions through effective teaching methods, meaningful interaction and participation, and supportive learning resources and environments can significantly enhance the quality and effectiveness of the learning process at ISC Polo Manufahi.

CONCLUSIONS

To effectively address the institutional challenges at ISC Polo Manufahi and leverage the significant impact of student perceptions on the learning process, the university must transition from traditional, memorization-heavy lectures to student-centered active learning strategies such as collaborative problem-solving and discussions. This pedagogical shift should be supported by faculty professional

development focusing on experiential learning cycles, alongside restructuring classroom dynamics toward interactive, two-way communication models that boost student participation and fulfill their basic psychological needs. Furthermore, the institution must overcome its regional resource limitations by upgrading internet access, library resources, and laboratory facilities while utilizing strategic blended learning modalities to integrate digital tools. Finally, the assessment framework should reform from standard examinations to continuous, competency-based authentic evaluations, which must be accompanied by synchronized course management and a backward-design curriculum that aligns academic material directly with the real-world career competencies required by Timorese society.

REFERÉNCES

- Asdarina, O. (2012). Analisis Implementasi Pendidikan Karakter dalam Pembelajaran Matematika. *Jurnal Propektus*, 10(2), 25–33.
- Brito, M. (2022). *Análisis estadístico*.
- Brito, M. & da Costa, A. (2024). Análisis estadístico: Ho programa SPSS, SmartPLS y Amos. *Main Issues Of Pedagogy And Statistics*, 1, 1–160.
- Da Costa, A. (2026). “Nahe Biti Boot” As Instrument of Overcoming Conflict to Create Peace and Reconciliation in Timorese Society: A Literature Review. *Jurnal Da Educação, Ciência E Humaniora (Jeducih)*, 2(1), 1–12. <https://doi.org/10.64042/jeducih.v2i1.14>
- Dwi Aprilita, T., & Handican, R. (2023). Persepsi Siswa terhadap Implementasi Model Problem Based Learning pada Mata Pelajaran Matematika. *Journal of Mathematics Education and Application*, 3(3), 546.
- Fahira, W. R., Lisa, F. M., Dani, P. R., Ria, N. S., & Wati, M. S. (2022). Persepsi Siswa Kelas X Terhadap Penerapan Kurikulum Merdeka Belajar Pada Pembelajaran Ips Di Sma 1 Bukit Sundi. *Journal Eduscience*, 9(3), 902–909.
- Fahmi, A. (2021). Implementasi Program Sekolah Ramah Anak Dalam Proses Pembelajaran. *Journal Visionary (VIS)*, 6(April), 33–41.
- Fitron, M., & Mu’arifin, M. (2022). Survei Tingkat Persepsi Siswa Terhadap Konsep Pendidikan Jasmani Di Sekolah Menengah Atas. *Sport Science and Health*, 2(5),

264–271.

- Huda, I. U. (2022). Persepsi Mahasiswa Terhadap Pemahaman Materi Mata Kuliah Melalui Proses Pembelajaran Daring Pada Mahasiswa Stie Pancasetia Banjarmasin. *al-kalam : jurnal komunikasi, bisnis dan manajemen*, 9(2), 109.
- Huda, M., Fawaid, A., & Slamet. (2023). Implementasi Teori Belajar Behavioristik Dalam Proses Pembelajaran. *Agustus*, 1(4), 64–72.
- Icha. (2021). Pengetahuan Pajak, Persepsi Mahasiswa, Minat Mahasiswa Berkarir Di Bidang Perpajakan: Asas Kemandirian Sebagai Variabel Moderasi. *Journal Literasi Akuntansi, Accounting 2018*, 24–34.
- Irawati, R., & Santaria, R. (2020). Persepsi Siswa SMAN 1 Palopo Terhadap Pelaksanaan Pembelajaran Daring Mata Pelajaran Kimia. *Jurnal Studi Guru Dan Pembelajaran*, 3(2), 264–270.
- Korompot, S., Rahim, M., & Pakaya, R. (2020). Persepsi Siswa Tentang Faktor yang Mempengaruhi Minat Belajar. *JAMBURA Guidance and Counselling Journal*, 1(1), 40–48.
- Maulana, H. A., & Hamidi, M. (2020). *Persepsi Mahasiswa terhadap Pembelajaran Daring pada Mata Kuliah Praktik di Pendidikan Vokasi. VIII*, 224–231.
- Melyza, A., & Aguss, R. M. (2021). Persepsi Siswa Terhadap Proses Penerapan Pembelajaran Pendidikan Jasmani Olahraga Dan Kesehatan Pada Pandemi Covid-19. *Journal Of Physical Education*, 2(1), 8–16.
- Rahman, I., Gani, R. A., & Achmad, I. Z. (2020). Persepsi Siswa Pada Pembelajaran Pendidikan Jasmani Olahraga Dan Kesehatan Tingkat Sma. *Jurnal Pendidikan Olahraga*, 9(2), 144–154.
- Suryani, C. (2015). Implementasi Supervisi Pendidikan Dalam Meningkatkan Proses Pembelajaran Di Min Sukadamai Kota Banda Aceh. *Jurnal Ilmiah Didaktika*, 16(1), 23.
- Wahidin, U. (2018). Implementasi Literasi Media Dalam Proses Pembelajaran Pendidikan Agama Islam Dan Budi Pekerti. *Edukasi Islami : Jurnal Pendidikan Islam*, 7(02), 229.
- Wulandari, W., Azmi, S., Kurniati, N., & Hikmah, N. (2021). Pengaruh Motivasi

Berprestasi dan Persepsi Siswa Tentang Cara Guru Mengajar Terhadap Hasil Belajar Matematika Siswa. *Griya Journal of Mathematics Education and Application*, 1(3), 455–466.

Vaz, B. L., Brito, M., Pereira, S., Gonçalves, A. dos S., & Moreira, I. X. (2022). Using of the Internet and Self-Control on Social Control of Student Attitudes. *SCE : Journal of Innovative Studies on Character and Education*, 6(1), 1–13.