

Improving Student-Based Feedback Mechanism for Learning Improvement in Economic Development Study Program at State University of Makassar

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Abstrak

Student feedback is essential for improving teaching quality; however, conventional course evaluations often provide limited insights into students' learning experiences. This community engagement initiative developed and implemented the Student Perspective Evaluation and Academic Feedback (SPEAK) system in the Economic Development Study Program at the State University of Makassar from May to Juni 2025. Using a participatory approach, the program involved needs assessment, digital instrument development, training, simulation, and dissemination. The implementation involved 25 student participants, of whom 23 (92%) demonstrated the ability to independently use the digital SPEAK instrument following the training and simulation. The system integrated quantitative ratings with qualitative reflections, enabling lecturers to obtain more actionable feedback on students' learning experiences and teaching practices. These results indicate that SPEAK provides a feasible and participatory mechanism for strengthening evidence-based reflection and supporting learning improvement and contributes to SDG 4 (Quality Education) through enhanced teaching and learning quality.

Kata kunci - *feedback mechanism, learning improvement, student experience*

Abstrak

Umpan balik mahasiswa sangat penting untuk meningkatkan kualitas pembelajaran; namun, evaluasi perkuliahan konvensional sering kali memberikan wawasan yang terbatas mengenai pengalaman belajar mahasiswa. Kegiatan pengabdian kepada masyarakat ini mengembangkan dan menerapkan sistem Student Perspective Evaluation and Academic Feedback (SPEAK) pada Program Studi Ekonomi Pembangunan, Universitas Negeri Makassar, pada Mei hingga Juni 2025. Dengan menggunakan pendekatan partisipatif, kegiatan meliputi asesmen kebutuhan, pengembangan instrumen digital, pelatihan, simulasi, dan diseminasi. Pelaksanaan kegiatan melibatkan 25 mahasiswa, dengan 23 mahasiswa (92%) mampu menggunakan instrumen digital SPEAK secara mandiri setelah mengikuti pelatihan dan simulasi. Sistem ini mengintegrasikan penilaian kuantitatif dengan refleksi kualitatif, sehingga dosen dapat memperoleh umpan balik yang lebih aplikatif mengenai pengalaman belajar mahasiswa dan praktik pembelajaran. Hasil tersebut menunjukkan bahwa SPEAK merupakan mekanisme yang layak dan partisipatif untuk memperkuat refleksi berbasis bukti serta mendukung peningkatan pembelajaran, sekaligus berkontribusi terhadap SDG 4 (Pendidikan Berkualitas) melalui peningkatan kualitas proses pengajaran dan pembelajaran.

Kata kunci - *mekanisme umpan balik, pengalaman mahasiswa, peningkatan pembelajaran*

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INTRODUCTION

Higher education institutions play a pivotal role in achieving the United Nations Sustainable Development Goal (SDG) 4, which emphasizes ensuring inclusive, equitable, and quality education while promoting lifelong learning opportunities for all (García-Martín & Pérez Fernández, 2026; Heleta & Bagus, 2021). To achieve this, it requires universities not only to expand educational access but also to continuously improve learning experiences and quality (Damşa & de Lange, 2019; García-Martín & Pérez Fernández, 2026). Consequently, higher education institutions are increasingly expected to establish quality assurance systems that support evidence-based teaching improvement and foster student-centered learning.

Student feedback has become one of the most important sources of evidence for improving learning quality, as it helps identify strengths and weaknesses in teaching practice and supports the learning improvement and processes and contributes to the enhancement of teaching quality and course development (Flodén, 2017; Mandouit, 2018; Röhl et al., 2025). Beyond measuring student satisfaction, feedback provides insight into learners' experiences by revealing the challenges students face, the kinds of support they need, and the expectations they hold about teaching and educational quality (Farkas et al., 2023; Mandouit, 2018; Selvaraj & Azman, 2020). As argued by Novák (2023), student feedback should be student-centered and systematically utilized to support lecturers' reflective teaching practices. When effectively implemented, feedback enables lecturers to identify strengths and weaknesses in their teaching and make informed decisions to enhance students' learning experiences.

Despite its recognized importance, student feedback systems in many universities continue to rely on retrospective and quantitative teaching evaluation surveys as primary mechanism for feedback collection (Darwin, 2017; Spooren et al., 2013). These evaluations generally focus on lecturer performance through standardized rating scales, providing limited opportunities for students to express their authentic learning experiences (Borch et al., 2020; Winstone et al., 2022). Consequently, feedback often functions primarily as an administrative requirement for quality assurance and accreditation rather than as a meaningful tool for improving learning. Borch et al. (2020) argue that traditional student satisfaction surveys fail to capture the complexity of students' learning processes because they emphasize general perceptions instead of exploring specific learning experiences and classroom interactions.

Universities are increasingly encouraged to move beyond post-course summative surveys and instead build ongoing lecturer-student dialogue that supports learning during the course rather than only evaluating it afterward (Borch et al., 2020; Mair et al., 2023; Pedersen, 2021). Such an approach enables lecturers to respond to students' concerns in a timely manner while promoting collaborative reflection on teaching practices. Dialogic feed-forward appears to enhance students' learning experiences, academic performance, and satisfaction because it turns feedback into an ongoing developmental process rather than a one-way end-point evaluation (Ajjawi & Boud, 2018; Beaumont et al., 2011; Hill & West, 2020). Thus, effectiveness of feedback mechanism is inextricably linked to meaningful participation of students and continuous evaluation system.

In addition, the effectiveness of student feedback depends not only on the availability of digital tools but also on the design of the feedback process itself. Morris et al. (2021) emphasize that feedback interventions produce meaningful educational outcomes only when they are supported by appropriate implementation strategies that encourage reflection, interaction, and continuous improvement. Therefore, an effective feedback system should integrate technological innovation with pedagogical

reflection and institutional quality assurance to ensure that student voices lead to tangible improvements in teaching and learning.

In Indonesia, student evaluations are embedded within the Internal Quality Assurance System (SPMI), but their use often remains administrative, with results documented for quality reporting rather than systematically converted into instructional improvement and continuous quality improvement processes (Elbadiansyah & Masyni, 2021; Sampe & Arifin, 2024). A similar challenge exists in the Economic Development Study Program at the State University of Makassar. Although lecturer evaluations are routinely conducted, the existing mechanism primarily measures students' general perceptions of teaching performance and provides limited opportunities for students to communicate their actual learning experiences. Additionally, lecturers typically receive only aggregated feedback scores after the semester ends, lacking actionable qualitative insights and limiting opportunities for timely instructional improvement. A recent study by Genisa et al. (2025) further revealed that student feedback practices at the State University of Makassar remain predominantly general and insufficiently interactive, limiting their contribution to improving learning quality. These findings indicate the need for a more participatory and experience-based feedback mechanism capable of strengthening learning quality within the study program.

To address this challenge, the Economic Development Study Program developed the Student Perspective Evaluation and Academic Feedback (hereafter SPEAK) system as an innovative feedback mechanism that emphasizes students' learning experiences rather than merely evaluating lecturer performance. Unlike standard or modified conventional EDOM (Evaluasi Dosen oleh Mahasiswa) which primarily relies on administrative ratings and unidirectional evaluations, SPEAK shifts the paradigm toward a holistic, experience-based feedback system. SPEAK integrates qualitative reflections directly into an actionable improvement cycle involving students, lecturers, and program heads. SPEAK was designed using a digital platform based on Google Forms that combines quantitative ratings with qualitative reflections, allowing students to provide more comprehensive feedback regarding classroom interaction, learning activities, assessment, and overall learning experiences. More importantly, the collected feedback is systematically analyzed and communicated to lecturers as evidence for reflective teaching and continuous instructional improvement.

SPEAK establishes a structured feedback cycle linking student experiences, lecturer reflection, and quality assurance. Through active participation of students, lecturers, and the head of study program, the system transforms feedback into a practical mechanism for continuous improvement. This participatory approach not only supports institutional quality assurance but also contributes to the realization of SDG 4 by promoting learner-centered education and improving teaching effectiveness. Therefore, this community engagement article aims to contribute to the development and implementation of the SPEAK system in the Economic Development Study Program at the State University of Makassar. Specifically, it discusses the implementation process, stakeholder participation, and the contribution of SPEAK to strengthening student engagement, supporting reflective teaching, and improving learning quality through a more systematic and experience-based feedback mechanism.

METHOD

This program was conducted in the Economic Development Study Program, Faculty of Economics and Business, State University of Makassar, Indonesia, from May to June 2025. The program was designed to strengthen the student understanding toward feedback mechanism through the implementation of the Student Perspective Evaluation and Academic Feedback (SPEAK) as a digital and participatory tool for improving teaching and learning quality.

The participants comprised economic development study program involved in the learning process, and lecturers, 25 undergraduate students, and representatives of the faculty's lecturers. Lecturers participated as facilitators and end users of the feedback system, while students served as respondents by providing reflections on their learning experiences. The involvement of quality

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assurance personnel ensured that the implementation aligned with the university's continuous quality improvement.

The implementation of the SPEAK program consisted of five sequential stages, namely: (1) observation and needs assessment; (2) development of the Student Experience-based evaluation instrument; (3) development of a digital feedback mechanism; (4) lecturer training and implementation; and (5) dissemination of implementation outcomes. Each stage was designed to gradually establish a sustainable evaluation system that supports continuous quality improvement.

1. Stage 1. Observation and Needs Assessment

The first stage focused on identifying existing challenges in lecturer evaluation practices. Data were collected through document analysis of the existing End-of-Semester Lecturer Evaluation, informal interviews with study program administrators and lecturers, and discussions regarding current evaluation practices. The assessment identified several limitations. The existing instrument primarily measured administrative aspects of teaching, provided limited opportunities for qualitative student feedback, and generated results that were rarely utilized for instructional improvement. These findings indicated the need for an evaluation model capable of capturing students' actual learning experiences. The information obtained during this stage served as the foundation for designing the SPEAK evaluation model.

2. Stage 2. Development of Student Experience-Based Evaluation Instrument

Based on the identified needs, a new evaluation instrument emphasizing student learning experiences was developed. The instrument consisted of two complementary components. The quantitative component comprised six Likert-scale statements measuring essential dimensions of student experience, including clarity of instruction, classroom interaction, learning engagement, lecturer feedback, classroom atmosphere, and overall learning effectiveness.

The qualitative component consisted of open-ended questions inviting students to describe positive learning experiences, identify areas requiring improvement, and provide recommendations for enhancing instructional quality. An implementation guideline was also developed to standardize questionnaire administration, maintain respondent confidentiality, and facilitate data management across courses.

3. Stage 3. Development of Digital Feedback Mechanism

Following instrument development, the evaluation system was transformed into a digital platform using Google Forms. The platform was designed to simplify data collection, improve accessibility, and minimize administrative workload. The digital questionnaire included course information, lecturer identification, Student Experience items, and open-ended feedback sections. A QR Code was generated to facilitate easy access using smartphones during the end of each semester. Responses were automatically stored in Google Sheets, enabling efficient documentation, real-time monitoring, and rapid compilation of evaluation results.

4. Stage 4. Training and Implementation

A training workshop was conducted for students within the Economic Development Study Program. The workshop introduced the foundation of Student Experience and Feedback Mechanism while providing practical guidance on administering the digital evaluation system. The training consisted of presentations, demonstrations, guided practice, and discussion sessions. Participants learned how to distribute the questionnaire, interpret student responses, and utilize evaluation findings as evidence for continuous teaching improvement.

5. Stage 5. Dissemination of Implementation Outcomes

The final stage involved disseminating the implementation outcomes to the study program management. A comprehensive implementation report documenting the developed instrument, digital platform, implementation procedures, and recommendations was presented during an internal dissemination meeting. Discussions focused on opportunities for integrating SPEAK into the existing internal quality assurance system. Recommendations emphasized the

importance of continuous feedback cycles, regular evaluation, and institutional support for sustainable implementation.

RESULT AND DISCUSSION

Observation and Identification of Student Learning Evaluation Needs

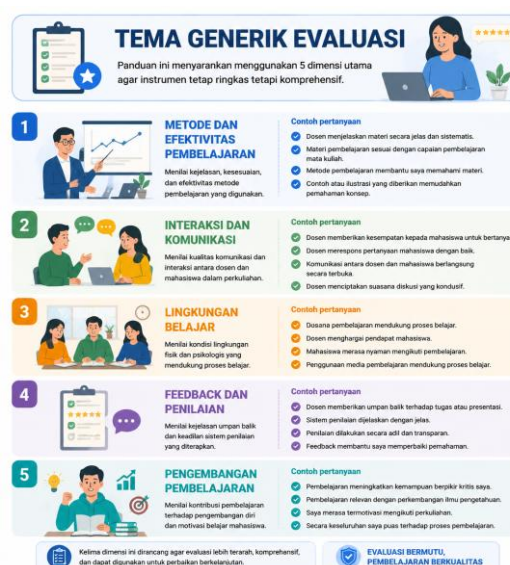
The community service program began with an observation and needs assessment phase to identify challenges in the existing lecturer evaluation system within the Economic Development Study Program, Universitas Negeri Makassar. The assessment was conducted through document analysis, informal interviews with the Head of Study Program and lecturers, and a review of the existing End-of-Semester Lecturer Evaluation (EDOM) instrument.

The preliminary assessment revealed several limitations of the existing evaluation system. First, the questionnaire mainly measured administrative aspects of teaching performance, such as attendance and course implementation, while providing limited opportunities for students to reflect on their actual learning experiences. Second, the instrument lacked qualitative feedback that could explain why students assigned ratings. Third, evaluation results were generally used for administrative reporting rather than as a continuous quality improvement mechanism.

These findings indicated a gap between conventional lecturer evaluation practices and the principles of student-centered learning, where students' learning experiences are considered an important source of evidence for improving instructional quality. Therefore, a more comprehensive feedback mechanism was considered necessary to capture meaningful student experiences throughout the learning process. The needs assessment served as the foundation for designing the SPEAK (Student Perspective Evaluation and Academic Performance) model, which integrates quantitative ratings and qualitative reflections to support continuous teaching improvement.

Development of Student Experience-Based Evaluation Instruments

Based on the identified needs, a student experience-based evaluation instrument was developed. Unlike conventional lecturer evaluation forms, the SPEAK instrument emphasizes students' perceptions of the learning process rather than solely assessing lecturer performance. The instrument consists of two main components. The first component includes six Likert-scale statements measuring key dimensions of student learning experiences, namely clarity of instruction, classroom interaction, student participation, learning atmosphere, feedback provision, and overall learning effectiveness.



Picture 1. Instruments of SPEAK based on identification from students

The second component provides open-ended questions that allow students to express strengths, weaknesses, and suggestions for improving the course. To ensure practical implementation, an implementation guideline was also prepared, covering procedures for questionnaire distribution, timing of evaluation, confidentiality principles, and data management. The development process resulted in an evaluation instrument that is more aligned with the Student Experience framework. The inclusion of qualitative feedback enables lecturers to obtain richer information regarding students' expectations and classroom experiences that cannot be captured through numerical scores alone.



Picture 2. Guideline of SPEAK implementation which includes evaluation instruments.

Development of a Digital Feedback Mechanism

Following instrument development, the evaluation system was digitized using Google Forms as the primary platform. The digital feedback mechanism was designed to improve accessibility, efficiency, and response rates while minimizing administrative workload. The digital platform includes course identification, lecturer identification, Likert-scale questions, and open-response sections. A QR Code was generated to facilitate easy access by students using smartphones, allowing evaluations to be completed immediately after course completion. The adoption of digital technology simplified data collection and enabled automatic compilation of responses into spreadsheets for further analysis. Compared with conventional paper-based questionnaires, the digital system reduced processing time, minimized data entry errors, and facilitated faster dissemination of evaluation results. Moreover, the digital mechanism supports sustainable implementation because the instrument can be reused across semesters with minimal modification. This contributes to institutional efforts toward digital transformation in quality assurance practices.

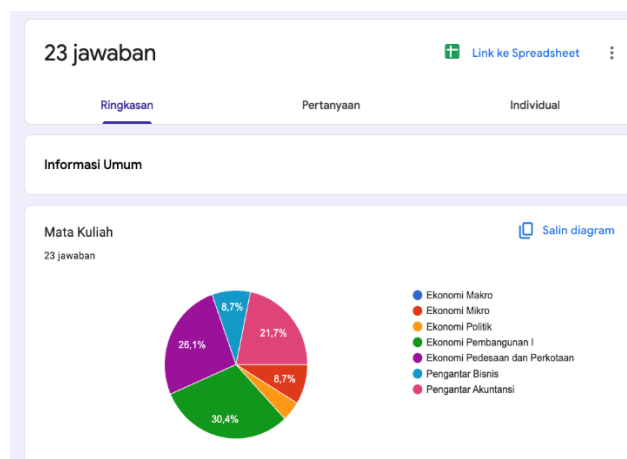
Training on Student Experience-Based Evaluation

To ensure effective implementation, a training session was conducted for 25 students within the Economic Development Study Program. The training introduced the concepts of student experience, feedback mechanism, and continuous quality improvement in higher education. During the session, participants were introduced to the rationale behind the SPEAK model, the structure of the evaluation instrument, procedures for distributing digital questionnaires, and strategies for interpreting student feedback. Practical demonstrations using the digital platform enabled participants to directly experience the evaluation workflow. Furthermore, 23 out of 25 participants actively engaged in the simulation session and provided constructive feedback based on their direct experience.



Picture 3. Training of SPEAK for economic development study program at Universitas Negeri Makassar

The training also encouraged discussions regarding the use of student feedback as formative evidence for improving teaching strategies rather than solely as a summative performance indicator. Participants acknowledged that qualitative comments provided valuable insights into students' learning difficulties, classroom engagement, and expectations for future instructional improvement. This activity strengthened understanding of evidence-based teaching evaluation and promoted greater acceptance of student-centred quality assurance practices.



Picture 4. The result of simulation of 23 participants of training.

Pertanyaan Reflektif Terbuka

Pengalaman Pembelajaran

Menurut Anda, metode pembelajaran yang digunakan dosen selama perkuliahan sudah sejauh mana membantu mahasiswa memahami materi secara lebih mudah, aktif, dan aplikatif?
18 jawaban

Mudah di pahami dan membuat mahasiswa lebih aktif

Sudah oke

Pada saat sesi diskusi baik dalam presentasi kelompok atau tidak dan sesi diskusi nya itu tidak menggunakan handphone jdi hanya mengandalkan pemikiran kritis tanpa bantuan AI, jdi memaksa manusia untuk berfikir lebih keras dan terstruktur

Bagus

penjelasan nya sudah sistematis dan mudah di pahami

metode pembelajaran yg digunakan sangat efektif bagi saya, karna dari penjelasan materi yang diberikan juga di ikuti contoh atau praktek langsung.. sehingga mudah bagus saya memahami materi yg diajarkan

Sangat di pahami,mungkin kegiatan selama perkuliahan itu online,sisi negatifnya ke arah jaringan yg tidak kondusif

Picture 5. The result of simulation from reflective qualitative questions.

Dissemination of the SPEAK

The final stage involved disseminating the implementation results and recommendations to the study program management. A comprehensive implementation report was prepared, documenting the development process, evaluation instrument, digital platform, implementation procedures, and recommendations for institutional adoption. The dissemination emphasized the potential of integrating SPEAK into the existing quality assurance system as a complementary instrument for teaching evaluation. Program administrators expressed positive responses toward adopting the model because it provides richer evidence for monitoring teaching quality while supporting continuous improvement initiatives. The dissemination also highlighted the importance of maintaining feedback loops, whereby evaluation results are communicated to lecturers and translated into concrete instructional improvements. Such practices contribute to strengthening a culture of reflective teaching and student participation in quality assurance.

The implementation of SPEAK demonstrates that integrating Student Experience with digital Feedback Mechanisms provides a practical strategy for strengthening lecturer evaluation in higher education. Unlike conventional evaluation systems that primarily measure lecturer performance, the SPEAK model captures students' learning experiences, enabling institutions to obtain richer and more actionable information for improvement. The digitalization of the evaluation process further enhances efficiency by simplifying data collection, reducing administrative burden, and facilitating timely feedback. Such characteristics are particularly important in supporting continuous quality improvement, where evaluation results should inform reflective teaching practices rather than merely serve administrative purposes. The inclusion of qualitative feedback represents another significant contribution of the SPEAK model. Open-ended responses enable students to articulate specific classroom experiences, providing lecturers with contextual information that cannot be captured through Likert-scale ratings alone. This combination of quantitative and qualitative evidence supports more comprehensive evaluation and encourages evidence-based decision-making.

From an institutional perspective, the implementation also contributes to strengthening internal quality assurance. By integrating Student Experience into lecturer evaluation, study programs can establish continuous feedback loops that encourage reflective teaching, enhance student engagement, and promote a culture of continuous improvement. Although the implementation was limited to a single study program, the SPEAK framework demonstrates considerable potential for broader adoption across departments and faculties. Future community service initiatives may expand implementation to multiple study programs, incorporate longitudinal evaluation, and examine the impact of Student Experience-based feedback on teaching effectiveness and student learning outcomes.

From a broader perspective, the implementation also contributes to the realization of SDG 4 (Quality Education) by promoting learner-centred teaching and strengthening educational quality through continuous evaluation. Overall, the implementation demonstrates that the program should not be viewed merely as a digital evaluation instrument. Instead, it represents an experience-based feedback mechanism that integrates student participation, reflective teaching, and institutional quality assurance within a structured framework for continuous improvement. The experience of the Economic Development Study Program indicates that such an approach is practical and adaptable for broader implementation across other study programs seeking to strengthen evidence-based teaching and learning practices.

CONCLUSION

The implementation of the Student Perspective Evaluation and Academic Feedback (SPEAK) successfully established a more systematic and participatory mechanism for collecting and utilizing students' learning experiences in the Economic Development Study Program at the State University of Makassar. By integrating digital technology with experience-based feedback, the program shifted student evaluation form from a summative evaluation to a practical instrument for reflective teaching

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and Continuous Quality Improvement (CQI). The participatory implementation involving lecturers, students, and quality assurance personnel also strengthened stakeholder engagement and promoted a learner-centered culture of quality enhancement.

The SPEAK system demonstrated that combining quantitative ratings with qualitative reflections provides richer and more actionable information than conventional end-of-semester evaluations. The automated digital platform improved the efficiency of data collection and reporting while enabling lecturers to identify instructional strengths, address learning challenges, and implement evidence-based improvements in subsequent courses. These outcomes support the development of a sustainable internal quality assurance system and contribute to the achievement of Sustainable Development Goal 4 (Quality Education) through continuous enhancement of teaching and learning practices.

To ensure long-term sustainability, it is recommended that the SPEAK system be institutionalized as a regular component of the study program's quality assurance process and integrated with existing academic evaluation mechanisms. Future implementation may also expand the system across other study programs and faculties while incorporating dashboard-based analytics to facilitate longitudinal monitoring of learning quality and support data-driven academic decision-making at the institutional level.

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