

Strategies For Improving the Quality of Learning in Developing Student Competencies

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ABSTRACT

The quality of learning is a crucial factor in enhancing students' competency as future professionals capable of facing the demands of developments in science, technology, and the demands of the workplace. This study aims to analyze strategies that can be implemented to improve the quality of learning and develop student competency in higher education. This study employed a qualitative approach with descriptive methods. Data were obtained through observation, interviews, and documentation related to the implementation of the learning process, lecturer strategies, student involvement, the use of learning media, and the evaluation of learning outcomes. Data analysis was conducted through the stages of data reduction, data presentation, and conclusion drawing. The results indicate that improving the quality of learning can be achieved through several strategies, namely the application of innovative and student-centered learning methods, the use of digital learning technology and media, improving the pedagogical and professional competencies of lecturers, the application of collaborative and problem-based learning, and the implementation of continuous learning evaluation. These strategies contribute to increasing student activeness, independence, critical thinking skills, creativity, communication skills, and problem-solving. Therefore, improving the quality of learning requires systematic planning, innovation in the learning process, active student involvement, and continuous evaluation so that student competency can develop optimally in accordance with the demands of higher education and the workplace.

Keywords: Learning Quality, Learning Strategy, Student Competence

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INTRODUCTION

Universities have a strategic role in preparing human resources with academic, professional, and social competencies, as well as the ability to adapt to change. The rapid development of science and technology has changed the characteristics of graduate competency requirements. (Ismunandar 2025) Students are no longer satisfied with merely mastering theoretical knowledge; they are also required to think critically, solve problems, communicate, collaborate, adapt, and utilize technology productively. This situation places the quality of learning as a fundamental aspect in determining the success of the higher education process. (Rohida and Sudiantini 2025). Quality learning is not only oriented towards achieving academic results, but must also be able to provide learning experiences that encourage students to develop various competencies that are relevant to the needs of life and the world of work. (Abdillah 2024).

The quality of learning is essentially related to the ability of educational institutions to create a learning process that is effective, meaningful, interactive, and

oriented towards student development.(Uno 2023)A quality learning process is characterized by systematic learning planning, the use of appropriate strategies and methods, the utilization of diverse learning resources, constructive academic interactions, and ongoing evaluation. In the context of higher education, lecturers play a crucial role in creating a learning environment that enables students not only to receive information but also to construct knowledge through exploration, discussion, collaboration, practice, and problem-solving.(Suardi 2018). Thus, improving the quality of learning requires a shift in orientation from lecturer-centered learning to learning that provides greater space for students to be active and independent.

The challenges of improving the quality of learning are increasingly complex with changing student characteristics and the development of the digital ecosystem. The use of technology in learning has provided opportunities to expand access to learning resources, develop flexible learning, and enhance interaction between lecturers and students.(Marheni et al. 2025)However, the availability of technology does not automatically result in quality learning. The use of technology without appropriate pedagogical strategies can result in the learning process simply shifting from the classroom to the digital space without significantly changing the student learning experience.(Auliyah, Habibah, and Faelasup 2024)Therefore, technology integration needs to be integrated into a learning strategy designed based on learning objectives, student characteristics, competency needs, and the context of the academic field. In addition to technology, the learning approach used by lecturers is a crucial factor in developing student competencies. Monotonous learning and the dominant use of one-way delivery methods have the potential to limit students' opportunities to develop higher-order thinking skills. In contrast, problem-based learning, project-based learning, collaborative learning, experiential learning, and various other active approaches provide students with opportunities to connect knowledge to real-world problems.(Auliyah, Habibah, and Faelasup 2024)Through this approach, students can be trained to analyze problems, formulate alternative solutions, make decisions, communicate, work in teams, and produce a work or learning product. Thus, learning strategies are closely linked to the process of developing students' overall competencies.

The emerging problem is that the implementation of strategies to improve the quality of learning in higher education has not always been optimal. In practice, learning processes still emphasize completing material rather than achieving competencies, the use of learning media that is not yet varied, student involvement that is not evenly distributed, and evaluations that tend to be oriented towards final results. These conditions indicate a gap between student competency demands and ongoing learning practices. Developing student competencies requires learning that is designed in an integrated manner from the planning, implementation, and evaluation stages. Therefore, strategies to improve the quality of learning need to be understood not as the application of a single method, but as a series of systematic efforts involving lecturers, students, the curriculum, technology, the learning environment, and the evaluation system.

A number of previous studies have discussed the relationship between learning strategies and improved learning outcomes, the use of technology and student engagement, and the application of innovative learning and the development of certain skills.(Hajar, Risalahwati, and Muttaqin 2024)However, studies that integrate various strategies for improving the quality of learning in relation to the development of student competencies in a multidimensional manner still need to be

strengthened.(Ardiansyah et al. 2025)Some research tends to focus on a single learning approach or specific type of competency, thus failing to fully describe how various learning components can be developed in an integrated manner. Furthermore, studies on learning quality often place greater emphasis on academic achievement, while student competencies encompass broader dimensions, such as critical thinking, creativity, communication, collaboration, independence, problem-solving, and adaptability to change.(Amelia et al. 2025) (Ridho et al. 2025).

This gap highlights the need for research that views improving learning quality as a strategic and ongoing process. An integrative approach is needed to understand how learning planning, faculty competency, learning methods, technology utilization, student engagement, the learning environment, and learning evaluation can be developed synergistically. This perspective is crucial because learning quality is not determined by a single variable in isolation, but by the interconnectedness of the various components that shape the student learning experience. This research aims to provide a more comprehensive understanding of the strategies universities can use to create learning that is not only effective in improving material mastery but also relevant to student competency development.

The novelty of this research lies in its attempt to map strategies for improving learning quality based on the interrelationships between pedagogical innovation, technology utilization, lecturer competence, active student involvement, collaborative learning, and continuous evaluation as a unified competency development strategy. This framework allows learning to be viewed more broadly, not merely as the activity of delivering material, but as a process of developing students' academic and professional capacity. This perspective also allows the research results to be applied to various scientific fields because the strategies studied are not limited to the characteristics of a particular study program. Based on this description, this study aims to analyze strategies for improving learning quality in developing student competencies in higher education. Specifically, this research is directed at identifying the types of learning strategies implemented, analyzing factors that support and hinder learning quality improvement, and assessing the contribution of these strategies to student competency development. The research results are expected to provide theoretical contributions to the development of management studies and learning practices in higher education and provide practical implications for lecturers and university administrators in designing learning strategies that are adaptive, innovative, student-oriented, and relevant to the demands of 21st-century competencies.

METHOD

This research uses a qualitative approach with a descriptive approach. This approach is used to gain an in-depth understanding of strategies for improving the quality of learning in developing student competencies.(Nasution 2023)The research focuses on the learning process, lecturer strategies, student involvement, technology utilization, and evaluation methods used to support student competency achievement. The research was conducted at An Nur Islamic University, Lampung, which was purposively selected based on the suitability of the institution's characteristics with the research focus. Research informants consisted of lecturers, students, and academic administrators who were selected based on their involvement and knowledge of the learning process. Informants were selected purposively to ensure the data obtained was relevant to the research objectives. The research data consisted of primary and secondary data. Primary data was obtained through interviews and observations of the

learning process, while secondary data was obtained through documentation in the form of learning tools, teaching materials, evaluation instruments, and relevant academic documents. Interviews were conducted in a semi-structured manner to gather information regarding learning strategies, the use of methods and media, the use of digital technology, student involvement, and efforts to develop student competencies.(Abdussamad and Sik 2021)Data collection techniques were conducted through observation, interviews, and documentation. Data analysis was conducted interactively through the stages of data condensation, data presentation, and drawing and verifying conclusions. The data obtained were selected and grouped based on research themes, then presented descriptively to identify patterns and relationships between findings. Furthermore, conclusions were drawn based on the results of data interpretation and verified continuously throughout the research process. Data validity was ensured through source and technique triangulation. Source triangulation was conducted by comparing information from lecturers, students, and academic administrators, while technique triangulation was conducted by comparing the results of observations, interviews, and documentation.(Safarudin et al. 2023). With this method, the research is expected to produce a comprehensive picture of strategies for improving the quality of learning and their contribution to developing student competencies.

RESULTS AND DISCUSSION

Research result

Research results indicate that improving the quality of learning in higher education is achieved through several interrelated strategies. These strategies include systematic learning planning, the implementation of student-centered learning methods, the utilization of digital technology, improving lecturer competency, strengthening student engagement, and ongoing learning evaluation. These strategies are not implemented in isolation but are developed as part of an effort to create an effective learning process and support student competency achievement.

1. Competency-Oriented Learning Planning

The research findings indicate that learning planning is the initial stage that significantly determines the quality of the learning process in higher education. Planning is not merely understood as the preparation of learning tools to meet administrative needs, but also serves as the basis for lecturers in determining the direction, process, strategy, and learning outcomes to be achieved. Systematic planning allows each stage of learning to have a clear relationship between learning objectives, materials, methods, student activities, learning resources, and evaluation. Thus, the learning process can be directed towards achieving student competencies in a more measurable and comprehensive manner. In developing learning plans, lecturers first identify the competencies that students must master after completing the learning process. These competencies are not only related to mastery of knowledge or the ability to understand lecture material, but also include the ability to apply knowledge, conduct analysis, solve problems, communicate, collaborate, and demonstrate independence in learning. Orientation toward these competencies serves as the basis for lecturers in determining materials and learning experiences that are relevant to students' needs. Therefore, learning objectives are formulated not solely based on the amount of material to be delivered, but also based on the actual abilities expected to emerge in students after the learning process has taken place.

The research also shows that the selection of learning materials is carried out by considering the relevance of the course content to academic needs, developments in science and technology, and the competency requirements of students. The planned materials are not only theoretical concepts but also directed at materials that enable students to connect theory to real-world situations. This approach provides students with the opportunity to understand the benefits of the knowledge they learn while developing their ability to apply it in various contexts. Thus, learning materials become more contextual and do not stop at the process of memorizing information. In addition to the material, the selection of learning methods is also an important part of the planning. Lecturers consider the characteristics of the material, the students' ability levels, the learning objectives, and the type of competency to be developed. For competencies that require higher-order thinking skills, for example, planning is directed at using methods that provide opportunities for students to analyze problems, discuss various alternative solutions, present arguments, and generate solutions. Meanwhile, material that requires an understanding of basic concepts can begin with an explanation or reinforcement of the concept, followed by activities that actively involve students.

Planning also includes determining student activities during the learning process. Research shows a shift from lecturer-centered learning to learning that provides greater space for student participation. Activities such as discussions, presentations, case studies, problem-solving, group work, projects, assignments, and reflection can be designed as part of the student learning experience. These activities enable students not only to receive information but also to process, interpret, communicate, and use the knowledge gained. This condition supports the formation of more active learning oriented towards competency development. Another aspect that is considered in planning is the selection of media and learning resources. The use of learning media is designed according to the material needs and student characteristics. Digital media, electronic teaching materials, learning videos, interactive presentations, learning platforms, and internet-based learning resources can be used to expand student access to information. The use of various learning resources also provides opportunities for students to obtain information from various perspectives, thereby improving their ability to search for, select, process, and critically evaluate information.

Evaluation planning is an integral part of the process. Research shows that the form of evaluation needs to be tailored to the competencies to be achieved. Assessment is not limited to written tests that measure memorization and comprehension of material, but can also include assignments, projects, presentations, portfolios, practical exercises, discussions, and other forms of assessment. Using various forms of assessment allows lecturers to obtain a more comprehensive picture of student competency development. Thus, evaluation serves not only as a tool for determining final grades but also as an instrument for determining the achievement of learning objectives and identifying areas that still need improvement. Integrated learning planning involving objectives, materials, methods, activities, media, and evaluation ultimately provides a clearer direction for the learning process. The interconnectedness of these components ensures that learning does not proceed in a fragmented manner but rather forms a systematic series of learning experiences. If learning objectives emphasize analytical and problem-solving skills, then materials, learning activities, methods, and evaluation

are also directed toward measuring and developing these skills. This alignment is a crucial indicator in creating competency-oriented learning. Therefore, research shows that the quality of learning planning is closely related to the quality of students' learning experiences. Systematic, flexible, contextual, and competency-oriented planning enables lecturers to create a more meaningful learning process. Students are not only guided to learn and understand the material but also given the opportunity to apply their knowledge, analyze issues, solve problems, communicate, collaborate, and develop independent learning. Learning planning with this orientation is a fundamental strategy for improving the quality of learning while developing students' overall competencies.

2. Implementation of Active and Innovative Learning

Research findings indicate that the implementation of active and innovative learning is a crucial strategy for increasing student engagement during the learning process. Learning is no longer entirely centered on the lecturer as the primary source of information, but rather provides opportunities for students to be directly involved in the process of acquiring, processing, and developing knowledge. Lecturers act as facilitators who direct the learning process, provide stimulus, facilitate discussions, and provide feedback on the process and outcomes of student learning. This change in learning patterns creates a more interactive lecture atmosphere and encourages students to participate actively. The results show that lecturers use various learning strategies according to the characteristics of the material, learning objectives, and student conditions. Some forms of learning implemented include discussions, problem-based learning (PBL), project-based learning (PBL), group work, presentations, and case studies. The use of diverse methods indicates that the learning process is not carried out with a single approach for all material, but is tailored to the competencies to be developed. Material requiring analytical skills, for example, is more directed through problems or cases that allow students to identify, analyze, and develop alternative solutions.

In the implementation of discussions, students are given the opportunity to express opinions, provide arguments, respond to the views of other students, and summarize the results of the discussion. This activity not only improves understanding of the material but also builds communication skills and courage in expressing ideas. Discussions also provide a space for students to learn to respect differences of opinion and build arguments based on relevant information or concepts. Thus, discussions are a form of learning activity that can develop students' critical thinking skills as well as interpersonal skills. Problem-based learning provides students with experience in dealing with problems that require thought processes and decision-making. In this process, students are directed to identify problems, seek relevant information, analyze causal factors, discuss various alternative solutions, and determine the most appropriate solution. Research findings indicate that this approach makes students more active in the learning process because they do not simply receive answers from lecturers but are required to find and be accountable for solutions based on their own thinking processes. Meanwhile, project-based learning provides a more applied learning experience. Students not only learn theoretical concepts but are also directed to produce a product, work, design, or problem-solving solution within a certain time frame. Project implementation encourages students to plan work, divide tasks, seek information sources, carry out activities, conduct evaluations, and

present results. This process simultaneously develops academic abilities and skills in collaboration, time management, creativity, responsibility, and problem-solving.

Research findings show that case studies are an effective strategy when learning is linked to real-life problems. Lecturers provide cases relevant to their academic fields or everyday life, enabling students to connect the concepts learned to real-life situations. This contextual learning facilitates student understanding of the material's benefits because they can see the connection between academic knowledge and real-world problems. This also encourages students to use their knowledge more effectively. Student engagement increases when learning material directly relates to their experiences, needs, and environment. Students tend to be more active in asking questions, expressing opinions, discussing, and proposing alternative solutions when the problems presented are perceived as close to real life. This demonstrates that the relevance of the material to students' life contexts is a factor influencing their motivation and participation in learning. In addition to increasing engagement, the implementation of active and innovative learning also contributes to student competency development. Discussions and case studies strengthen critical and analytical thinking skills, while projects and problem-solving provide opportunities for students to develop creativity and decision-making skills. Group work strengthens collaboration skills, while presentations develop communication skills. Thus, a single learning strategy can contribute to several competency aspects simultaneously. However, research findings also indicate that implementing active and innovative learning requires readiness from various parties. Lecturers need to be able to design learning activities that align with student objectives and characteristics. Students also need to be prepared to actively participate, collaborate, manage their time, and be responsible for assigned tasks. Furthermore, the availability of learning resources, media, technological resources, and lecture times also determine the effectiveness of this strategy's implementation.

3. Utilization of Technology and Learning Media

The research findings indicate that the use of digital technology is a crucial strategy for improving the quality of the learning process in higher education. Technology is not only used as a tool to deliver lecture material, but has become an integral part of the learning process, supporting interactions between lecturers and students. Digital technology is utilized to provide learning resources, deliver materials, conduct discussions, assign assignments, conduct academic communication, and conduct learning evaluations. This utilization provides opportunities for lecturers to develop learning that is more flexible, interactive, and tailored to student characteristics. In providing learning resources, lecturers utilize various digital materials such as electronic modules, scientific articles, learning videos, presentation materials, and reference sources available through digital platforms. The availability of these learning resources allows students to access materials not only during lectures but also independently outside of class hours. This situation supports the formation of more flexible learning patterns because students can adjust their learning time and pace to suit their individual needs. Furthermore, the diversity of learning resources allows students to obtain information from various references, thereby broadening their understanding of the material being studied.

Digital technology is also utilized to support interaction and communication in the learning process. Lecturers can open discussion spaces through learning platforms, digital forums, and academic communication media. Through these spaces, students have the opportunity to ask questions, express opinions, respond to other students' ideas, and discuss material they don't yet understand. Digital interaction also allows for more flexible learning communication, so that the learning process is not entirely limited to the space and time of the lecture. In assigning assignments and evaluations, technology makes it easier for lecturers to distribute assignments, receive student work, provide feedback, and conduct assessments. The use of digital-based evaluations also allows lecturers to obtain information about students' levels of understanding more quickly. The evaluation data can be used as a basis for determining material that needs reinforcement, methods that need improvement, and students who require further guidance. However, research findings indicate that the presence of technology does not automatically guarantee improved learning quality. The effectiveness of technology utilization is greatly influenced by the lecturer's ability to select, manage, and integrate digital media with learning objectives. The use of technology without pedagogical planning has the potential to simply shift the delivery process from conventional to digital formats without significantly changing the student learning experience. Therefore, technology needs to be used based on learning needs and the characteristics of the competencies to be developed. Overall, the use of digital technology contributes to the creation of more flexible, interactive, and independence-oriented learning for students. Technology can expand access to learning resources, increase the intensity of interactions, facilitate assignments and evaluations, and support students in developing independent learning skills. Therefore, optimizing digital technology needs to be positioned as part of an integrated pedagogical strategy, not simply as the use of technological devices in the lecture process.

4. Improving Lecturer Competence as a Strategic Factor

The research results show that the quality of learning is significantly influenced by the lecturer's competence in designing and implementing the learning process. Lecturers not only serve as transmitters of material but also as facilitators, directors, motivators, and evaluators in the learning process. A lecturer's ability to carry out these various roles determines the extent to which learning can take place effectively and provide meaningful learning experiences for students. Therefore, improving lecturer competence is a crucial strategy in efforts to improve the quality of learning in higher education.

Research findings indicate that lecturers strive to improve their competencies through various professional development activities, such as attending training, workshops, seminars, academic discussions, scientific development activities, and utilizing various learning resources and the latest references. This competency development is carried out as a form of adaptation to changing learning needs and developments in science and technology. Lecturers are required to continuously update their knowledge and skills so that the material presented to students remains relevant to developments in the scientific field and the demands of the workplace. Lecturer competency is not only related to mastery of the substance or lecture material, but also includes pedagogical skills in designing learning experiences that are appropriate to student characteristics. Lecturers need to be able to determine learning objectives, select relevant materials, use appropriate

methods, develop learning activities, utilize media, and determine forms of evaluation that are appropriate to the competencies to be achieved. These skills are crucial because good material mastery does not necessarily result in quality learning if it is not supported by the ability to manage the learning process effectively. The use of digital technology also requires lecturers to have additional competencies in integrating technology with learning strategies. Lecturers need to understand that the use of technology is not merely replacing conventional media with digital media, but must also provide added value to the learning process. The selection of platforms, media, digital resources, and learning applications must be tailored to the learning objectives and activities undertaken by students. Therefore, lecturers' digital competence is becoming increasingly important in supporting flexible and innovative learning.

5. Strengthening Student Involvement and Independence

The research results show that quality learning is characterized by students' increasing position as active subjects in the learning process. Students are no longer merely recipients of information from lecturers, but are given the opportunity to seek, process, discuss, and develop knowledge independently and with other students. This shift in role indicates that the quality of learning is increasingly directed towards a student-centered process. Student engagement is evident through participation in various learning activities, such as discussions, group work, presentations, case studies, assignment completion, problem-based learning, and projects. In these activities, students are required to contribute directly to the learning process. They not only listen to lecturers' explanations but also search for information, develop arguments, solve problems, and present their thoughts. This active involvement impacts the development of student learning independence. Students have the opportunity to determine information sources, manage their time for completing assignments, develop problem-solving strategies, and be accountable for their work. This independence is important because learning in higher education aims not only to produce students who master knowledge, but also individuals capable of continuous learning.

Research findings indicate that students tend to be more active when presented with problems related to real-world contexts and their academic fields. Contextual problems enable students to see the connection between course material and everyday life, the professional environment, and societal needs. This fosters curiosity, a desire to seek information, and the courage to express opinions. Strengthening student engagement also contributes to the development of communication and collaboration skills. Through group work, students learn to divide tasks, respect opinions, resolve differences, and achieve shared goals. Meanwhile, presentations and discussions train students to convey ideas systematically and defend arguments based on relevant information. Thus, student engagement not only increases activity during lectures but also develops competencies needed in academic and professional life.

6. Continuous Learning Evaluation and Improvement

The research results show that evaluation is a crucial part of efforts to continuously improve the quality of learning. Evaluation is not only used to determine students' final grades, but also serves to identify the level of competency achievement, identify student difficulties, and evaluate the effectiveness of implemented learning strategies. Thus, evaluation is an important instrument for lecturers to determine corrective measures for subsequent learning

processes. Evaluation is carried out in various forms, both evaluation of learning outcomes and the learning process. Forms of evaluation include tests, individual assignments, group assignments, projects, presentations, discussions, case studies, portfolios, and observations of student participation. The use of various forms of assessment allows lecturers to obtain a more comprehensive picture of student abilities. Assessment not only measures the ability to remember material but can also be used to assess the ability to apply knowledge, analyze problems, communicate, collaborate, and produce work.

Evaluation results are then used as a basis for identifying areas of learning that have been effective and areas that still require improvement. If students have difficulty understanding certain material, lecturers can provide reinforcement through additional explanations, more contextual examples, discussions, or changes in learning methods. Similarly, if a learning method is not able to increase student participation, lecturers can make adjustments to the activities, media, and learning strategies used. Providing feedback is a crucial part of the evaluation process. Students not only receive a numerical assessment result but also obtain information about the strengths and weaknesses of their work. Appropriate feedback can help students understand errors, improve their learning process, and enhance the quality of subsequent work. In this context, evaluation functions as a learning process that helps students develop continuously. Evaluation can also be used to obtain information about the effectiveness of technology, learning methods, media, and student activities. By conducting regular evaluations, lecturers can determine whether the strategies used are appropriate to student needs and learning outcomes. This process demonstrates that improving the quality of learning is not a one-time process, but rather a cycle that requires continuous planning, implementation, evaluation, reflection, and improvement.

Discussion

The research results show that improving the quality of learning is carried out by directing the learning process towards achieving student competencies. Learning planning is not only oriented towards completing material but also considers students' abilities to understand, apply, analyze, communicate, and solve problems. Lecturers strive to align learning objectives, materials, methods, activities, and evaluations to ensure they are related to the competencies students must possess. These findings indicate that learning quality is closely related to the orientation of learning outcomes. Competency-oriented learning provides space for students to not only acquire knowledge but also develop skills that can be applied in real situations. This is in line with research on the integration of Outcome-Based Education (OBE), which shows that outcome-based learning can strengthen students' critical thinking, collaboration, creativity, and employability skills. These findings also demonstrate that effective learning strategies need to be placed within a systematic framework. This means that learning quality is not solely determined by the use of a particular method, but must begin with clarity of the competencies to be achieved, then translated into relevant learning activities and evaluation systems. Various active learning strategies are used, such as discussions, case studies, problem-based learning, project-based learning, presentations, and group work. The use of this strategy provides students with the opportunity to be directly involved in the learning process. Students not only receive material from lecturers but are also encouraged to seek information,

express opinions, analyze problems, and generate solutions. This finding supports previous research showing that the implementation of innovative learning models can impact the quality of the learning experience. Research on students using problem-based learning shows that this model helps students understand the material while improving competency through problem-solving activities. These results are also relevant to research in journals showing that the use of appropriate learning strategies and media can significantly improve student learning outcomes. One study found an increase in student learning completion from 46.6% in the pre-cycle stage to 96.6% after implementing a learning strategy using character education-based textbooks.(Novelza and Handican 2023). Thus, active learning can be understood as an important strategy for improving the quality of learning. However, its success depends heavily on the instructor's ability to design relevant activities, foster academic interactions, and provide feedback to students.

The research findings show that digital technology has become a crucial part of learning. Lecturers utilize digital platforms to deliver materials, provide learning resources, assign assignments, conduct discussions, and conduct evaluations. The use of technology provides students with flexibility in accessing learning resources and expands interactions beyond the classroom. These findings align with developments in educational research that position technology as an instrument to support more flexible and innovative learning. Research in journals demonstrates the growing use of digital media, including interactive modules and augmented reality technology, as part of learning innovation. However, this research demonstrates that the use of technology does not automatically improve the quality of learning. Technology provides benefits when used based on clear pedagogical goals.(Fadillah 2026)Therefore, the lecturer's ability to select media, integrate technology with learning methods, and guide students in using digital resources is a crucial factor.

Lecturer competence is a key factor in improving the quality of learning. Lecturers are required not only to master the scientific content but also to possess pedagogical skills, develop learning media, utilize technology, manage classes, and provide evaluation and feedback. These findings indicate that learning innovation is strongly influenced by the capacity of lecturers as both designers and implementers of learning. A good learning strategy will not run optimally if lecturers lack the ability to implement it consistently. Research on teaching competence also shows that learning experiences, both offline and online, can contribute to the development of students' teaching competence, particularly through practice, interaction, method and media development, feedback, and evaluation.(Novianti 2025). Thus, improving the quality of learning needs to be accompanied by continuous professional development of lecturers through training, academic forums, development of learning tools, and evaluation of learning practices.

Active student engagement is an important indicator of learning quality. Students who are given the opportunity to discuss, collaborate, make presentations, solve problems, and produce work show improvements in communication, creativity, cooperation, critical thinking, and independence. This finding is relevant to research in journals that examine 21st-century skills in audiovisual-assisted learning and problem-based learning. This research positions 21st-century skills as a crucial aspect that needs to be measured in the learning process.(Hamadah, Satria, and Novianti 2025)Learning evaluation is used as an

instrument to determine competency achievement and improve the learning process. Evaluation is conducted through assignments, presentations, discussions, projects, tests, observation of student activities, and the provision of feedback. These findings demonstrate that evaluation should not be placed solely at the end of learning. Evaluation should be part of the learning cycle, providing information to lecturers and students regarding competency development. In this way, evaluation results can be used to improve methods, media, materials, and subsequent learning activities.

CONCLUSION

Based on the research results and discussion, it can be concluded that improving the quality of learning in higher education is a multidimensional process and needs to be implemented in a planned, sustainable manner, and oriented towards developing student competencies. Strategies for improving the quality of learning should not only focus on achieving mastery of material, but also be directed at developing critical thinking, creativity, communication, collaboration, problem-solving, independence, and adaptability to change. Effective strategies include competency-based learning planning, the implementation of active and innovative learning methods, the use of technology and digital learning media, improving the pedagogical and professional competencies of lecturers, strengthening student engagement, and implementing continuous learning evaluations. The integration of these various strategies creates a more interactive, contextual, flexible, and student-centered learning process, thus providing more space for students to develop academic potential and skills relevant to the needs of the workplace and society. Furthermore, the success of improving the quality of learning is influenced by the support of various elements, including lecturer competence, student readiness, the availability of facilities and infrastructure, the use of technology, and the university's academic policies and culture. Therefore, improving the quality of learning cannot be solely the responsibility of lecturers, but requires commitment and synergy between students, lecturers, study program managers, and the institution. Thus, a strategy for improving the quality of learning that is carried out in an integrated and sustainable manner can be an important instrument in producing graduates who not only have academic competence, but also have 21st-century skills, professional abilities, character, and readiness to face the dynamics of developments in science, technology, and community needs.

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