

Learning Evaluation Management in Enhancing Academic Quality: A Case Study

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Abstract: This study examines the management of learning evaluation in enhancing academic quality at Salakanagara University. Learning evaluation is a critical component of higher education quality assurance, as it provides systematic feedback for curriculum improvement, instructional effectiveness, and institutional decision-making. This research employs a qualitative case study approach to explore how planning, implementation, monitoring, and follow-up evaluation processes are managed within the university's internal quality assurance framework. Data were collected through in-depth interviews with academic leaders and lecturers, document analysis of institutional policies, and observation of evaluation practices. The findings reveal that structured evaluation management aligned with institutional standards and continuous improvement cycles significantly strengthen academic governance, improve teaching performance, and ensure learning outcomes. The integration of evaluation results into strategic decision-making and academic policy refinement further enhances institutional accountability and educational quality. However, challenges remain in optimising data utilisation and ensuring consistency across academic units. The study concludes that systematic and data-driven learning evaluation management serves as a strategic mechanism for sustainable academic quality enhancement in higher education institutions.

Keywords: Learning Evaluation Management; Academic Quality; Quality Assurance; Higher Education; Case Study; Academic Quality Enhancement; Evaluation Management; Qualitative Case Study.

Cite as: R. Hidayatullah, L. Nurlaili, R. D. Siswandi, N. S. D'Souza, and L. K. Ilyashenko, "Learning Evaluation Management in Enhancing Academic Quality: A Case Study," *AVE Trends in Intelligent Techno Learning*, vol. 3, no. 1, pp. 36–45, 2026.

Journal Homepage: <https://avepubs.com/user/journals/details/ATITL>

Received on: 15/09/2024, **Revised on:** 04/12/2024, **Accepted on:** 07/02/2025, **Published on:** 03/06/2026

DOI: <https://doi.org/10.64091/ATITL.2026.000299>

1. Introduction

Quality assurance in higher education has become a central concern for universities worldwide as institutions are increasingly required to demonstrate accountability, transparency, and measurable academic performance [1]. The rapid transformation of knowledge, technological advancement, and global competition has compelled universities to continually improve their academic systems to remain relevant and competitive. Within this context, academic quality is no longer understood merely as student achievement or institutional reputation, but as a comprehensive and systematic process involving curriculum design,

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teaching practices, assessment strategies, and institutional governance. One of the most critical mechanisms in this process is learning evaluation management. Learning evaluation plays a strategic role in determining whether educational objectives are achieved effectively. Beyond measuring student performance, evaluation serves as a feedback system that informs curriculum revision, teaching improvement, and the refinement of institutional policies [2]. When managed systematically, learning evaluation becomes an integral part of academic governance and quality assurance cycles. Conversely, poorly managed evaluation processes often result in fragmented data, inconsistent assessment practices, and limited institutional learning. Therefore, managing learning evaluation is not only a pedagogical concern but also a managerial and strategic issue within higher education institutions.

In educational management discourse, evaluation is frequently conceptualised as part of the broader quality assurance system. Internal Quality Assurance Systems (IQAS) emphasise continuous improvement through structured cycles of planning, implementation, evaluation, control, and enhancement. In this framework, learning evaluation provides essential evidence regarding the effectiveness of teaching and learning processes [3]. However, many universities tend to focus on compliance-driven evaluation rather than using evaluation data strategically to enhance academic quality. This gap between evaluation practice and quality improvement outcomes highlights the need for a more integrated approach to learning evaluation management. The concept of learning evaluation management refers to the systematic planning, organising, implementing, monitoring, and utilising of assessment processes to ensure alignment with learning outcomes and institutional standards. It involves multiple stakeholders, including academic leaders, lecturers, quality assurance units, and students. Effective management requires clear policies, standardised assessment instruments, transparent grading systems, and data-driven decision-making mechanisms [4]. Moreover, evaluation results must be analysed and translated into concrete improvement strategies. Without managerial integration, evaluation remains an isolated activity that does not contribute meaningfully to institutional development. Several studies have emphasised the importance of assessment alignment with learning outcomes and curriculum objectives. Constructive alignment theory suggests that teaching activities and assessment methods must be systematically designed to achieve intended learning outcomes. Similarly, quality management models in higher education emphasise the need to integrate evaluation results into strategic planning processes [5].

Despite this growing body of literature, empirical studies examining how learning evaluation is managed at the institutional level—particularly in developing country contexts—remain limited. Most research focuses on assessment techniques or student performance metrics rather than on the managerial processes that govern evaluation systems. In Indonesia and other emerging higher education systems, universities are increasingly adopting structured internal quality assurance frameworks to comply with national accreditation standards. These frameworks require institutions to demonstrate evidence-based academic governance, including systematic evaluation of learning outcomes. However, implementation challenges persist [6]. Evaluation data are often collected but not optimally utilised for improvement. In some cases, evaluation processes are treated as administrative routines rather than strategic tools. This condition raises an important question: How can learning evaluation be managed effectively to enhance academic quality in higher education institutions? Salakanagara University provides a relevant context for exploring this issue. As a developing private university committed to strengthening its academic governance and quality assurance system, the institution has implemented structured learning evaluation mechanisms within its internal quality framework. These mechanisms include standardised assessment guidelines, monitoring procedures, lecturer performance evaluation, and follow-up improvement programs [7]. Nevertheless, understanding how these processes are managed and how they contribute to academic quality enhancement requires in-depth examination. This study aims to analyse the management of learning evaluation at Salakanagara University and its role in enhancing academic quality. Specifically, the research seeks to explore:

- How learning evaluation is planned and implemented within the institutional framework?
- How evaluation results are monitored and controlled?
- How evaluation findings are utilised to improve academic performance and governance?

By focusing on managerial processes rather than merely assessment outcomes, this study contributes to the literature on educational management and quality assurance in higher education. The significance of this research lies in its attempt to bridge the conceptual gap between evaluation practice and academic quality improvement [8]. While evaluation is widely recognised as essential, its effectiveness depends largely on how it is managed at the institutional level. This study positions learning evaluation management as a strategic mechanism that connects teaching practices, institutional policies, and quality assurance systems. The findings are expected to provide practical insights for higher education leaders seeking to strengthen their academic governance structures. Furthermore, this research contributes to the theoretical discourse by situating learning evaluation within a management and governance perspective [9]. Rather than viewing evaluation solely as an instructional activity, the study conceptualises it as an integrated component of institutional quality management. This perspective aligns with contemporary approaches emphasising data-driven decision-making and continuous improvement in higher education [10]. In summary, the increasing demand for academic accountability and quality enhancement necessitates a more systematic approach to learning evaluation management. Effective management of evaluation processes can transform assessment data

into strategic resources for institutional improvement. By examining the case of Salakanagara University, this study seeks to provide empirical evidence on how structured learning evaluation management enhances academic quality [11]. The insights generated from this research may serve as a reference for other higher education institutions striving to strengthen their quality assurance systems and achieve sustainable academic excellence.

2. Literature Review

2.1. Academic Quality in Contemporary Higher Education

Academic quality in higher education has increasingly been framed in terms of accountability, transparency, and performance-based governance systems. Between 2021 and 2025, global scholarship has emphasised that academic quality extends beyond traditional metrics such as graduation rates and GPA averages [12]. Instead, it is conceptualised as a multidimensional construct encompassing learning outcomes achievement, curriculum relevance, teaching effectiveness, stakeholder satisfaction, and institutional governance. Recent studies highlight that academic quality must be embedded within a systematic quality assurance framework that integrates planning, implementation, evaluation, and continuous improvement. Universities are increasingly adopting outcome-based education (OBE) approaches, which require alignment between intended learning outcomes, teaching strategies, and assessment mechanisms. In this paradigm, learning evaluation becomes central to measuring whether outcomes are achieved effectively. Research from 2023–2025 further indicates that academic quality is closely linked to institutional leadership and governance. Effective quality assurance systems require structured monitoring mechanisms and data-driven decision-making processes. Institutions that treat evaluation as a strategic management tool rather than an administrative obligation demonstrate stronger academic performance and sustainability. This shift underscores the importance of systematically managing evaluation processes within institutional frameworks [13].

2.2. Learning Evaluation in Higher Education: Conceptual and Practical Developments

Learning evaluation, commonly referred to as assessment of learning, has evolved significantly in recent years. Post-pandemic scholarship highlights the transformation of assessment practices due to digitalisation and remote learning modalities. Universities have increasingly adopted diversified assessment strategies, including authentic assessment, portfolio-based evaluation, and competency-based measurement systems. Between 2022 and 2025, researchers emphasise that effective learning evaluation must satisfy three key principles: validity, reliability, and alignment with learning outcomes. Constructive alignment theory remains influential, suggesting that assessment tasks must be directly linked to intended learning outcomes and instructional activities. However, recent scholarship extends this concept by arguing that alignment alone is insufficient without managerial integration. Emerging research identifies several persistent challenges in learning evaluation: inconsistency across departments, lack of standardised rubrics, limited use of assessment analytics, and weak follow-up mechanisms. These challenges are often managerial rather than pedagogical [14]. For instance, while lecturers may design appropriate assessments, institutions frequently lack integrated systems to monitor, analyse, and utilise evaluation data at the organisational level. Digital transformation has also reshaped evaluation management. Learning Management Systems (LMS) now provide real-time assessment analytics, enabling institutions to systematically track student performance trends. Data-driven assessment approaches allow universities to identify achievement gaps and implement targeted interventions. Nevertheless, studies caution that technological adoption without strategic governance may not yield meaningful improvements in quality. Thus, contemporary literature suggests that learning evaluation must be examined not only as a classroom-level practice but also as an institutional management process.

2.3. Learning Evaluation Management: A Governance Perspective

The concept of learning evaluation management has gained increasing attention in higher education research since 2021. While earlier studies focused primarily on assessment design, recent scholarship underscores the importance of managing evaluation processes strategically [15]. Learning evaluation management involves structured stages: planning assessment policies, implementing standardised procedures, monitoring assessment implementation, analysing results, and integrating findings into quality enhancement initiatives. This cyclical process aligns with continuous improvement models such as Plan–Do–Check–Act (PDCA) and other internal quality assurance frameworks. Studies published between 2022 and 2025 indicate that institutions with formalised evaluation management systems exhibit stronger alignment between curriculum objectives and learning outcomes achievement [16]. These systems typically include:

- Institutional assessment policies
- Standardised grading rubrics
- Internal moderation processes
- Academic performance monitoring dashboards
- Structured follow-up improvement mechanisms

Moreover, governance literature emphasises leadership commitment as a key determinant of effective evaluation management [17]. Academic leaders must ensure transparency, accountability, and cross-departmental coordination. Without institutional support, evaluation processes remain fragmented and fail to influence policy decisions. Recent empirical evidence suggests that universities integrating evaluation management into strategic planning achieve more sustainable academic improvement. Evaluation data inform curriculum revision, professional development programs, and resource allocation decisions. This integration reflects a shift toward evidence-based governance in higher education [18].

2.4. Internal Quality Assurance Systems and Continuous Improvement

Internal Quality Assurance Systems (IQAS) play a critical role in linking evaluation to academic quality enhancement. Since 2021, research has emphasised that IQAS effectiveness depends largely on systematic monitoring and data utilisation. Continuous improvement frameworks require that evaluation results be used to drive feedback loops rather than as static reports [19]. The literature identifies several core components of effective IQAS implementation:

- Clear quality standards and performance indicators
- Periodic internal audits
- Stakeholder participation
- Transparent reporting mechanisms
- Evidence-based improvement planning

Studies from Southeast Asia and other developing regions highlight implementation gaps between policy formulation and operational practice. Although institutions formally adopt quality assurance standards, evaluation findings are not always translated into strategic actions [20]. This phenomenon, sometimes referred to as “symbolic compliance,” undermines academic quality enhancement efforts. Recent scholarship advocates for strengthening the managerial dimension of IQAS by integrating assessment analytics, institutional research units, and structured feedback systems. Effective evaluation management serves as the backbone of IQAS, ensuring that academic quality improvement is systematic rather than incidental.

2.5. Data-Driven Decision Making in Academic Quality Enhancement

Between 2021 and 2025, data-driven decision-making has become a dominant theme in higher education governance research. Institutions increasingly rely on performance dashboards, key performance indicators (KPIs), and institutional research units to monitor academic effectiveness. Learning evaluation generates rich data that can inform institutional strategies. However, literature suggests that data utilisation remains inconsistent across universities. Many institutions collect assessment data without performing systematic analysis or implementing follow-up interventions. Recent studies emphasise the importance of integrating quantitative and qualitative evaluation data. Feedback surveys should complement student performance statistics, peer review of teaching, and curriculum review findings [13]. A holistic data ecosystem enhances institutional capacity for continuous improvement. Moreover, the integration of artificial intelligence and predictive analytics in evaluation management has gained traction. Predictive models enable institutions to identify at-risk students and adjust instructional strategies proactively. Nonetheless, scholars caution against over-reliance on automated systems without critical human oversight. The literature consistently indicates that evaluation data must be embedded within institutional governance structures to produce meaningful academic quality enhancement.

2.6. Research Gap and Theoretical Positioning

Although substantial literature exists on assessment practices and quality assurance frameworks, fewer studies specifically examine learning evaluation management at the institutional level, particularly in developing country contexts. Most research addresses either micro-level assessment design or macro-level quality policy analysis, leaving a meso-level managerial gap. Between 2021 and 2025, only a limited number of case studies explore how universities operationalise evaluation management within their internal quality systems. Furthermore, empirical studies focusing on private universities in emerging higher education systems remain scarce [21]. This study addresses this gap by examining learning evaluation management within a specific institutional context. It situates evaluation within a governance and quality assurance perspective, integrating theories of constructive alignment, continuous improvement, and data-driven management. By focusing on managerial processes rather than solely on assessment techniques, the research contributes to a more comprehensive understanding of academic quality enhancement.

2.6.1. Synthesis

The literature from 2021–2025 consistently highlights three interconnected themes:

- Academic quality requires systematic governance and continuous improvement.
- Learning evaluation is central to measuring and enhancing academic performance.
- Effective management of evaluation processes determines whether assessment contributes meaningfully to quality enhancement.

Despite growing recognition of these relationships, empirical exploration of institutional-level evaluation management remains limited. Therefore, analysing learning evaluation management at Salakanagara University provides both contextual relevance and theoretical contribution to contemporary higher education quality discourse.

3. Research Methodology

3.1. Research Design

This study employed a qualitative case study design to explore how learning evaluation management enhances academic quality at Salakanagara University. A qualitative approach was selected because the research aims to understand processes, managerial practices, and institutional dynamics within their real-life context. The case study method allows for an in-depth examination of complex phenomena embedded in organisational settings, particularly when the boundaries between the phenomenon and its context are not clear. The study focuses on a single institutional case to provide rich, contextualised insights into how learning evaluation is planned, implemented, monitored, and utilised within the university's academic quality assurance framework. By adopting an exploratory case study approach, the research seeks to capture managerial processes, stakeholder perspectives, and institutional practices that contribute to academic quality enhancement.

3.2. Research Setting

The research was conducted at Salakanagara University, a private higher education institution committed to strengthening its internal quality assurance system. The university has implemented structured policies regarding learning evaluation, including standardised assessment guidelines, monitoring procedures, academic audits, and follow-up improvement mechanisms. These structured processes provide an appropriate context for investigating how learning evaluation management functions within institutional governance. The selection of Salakanagara University was based on its active implementation of internal quality assurance cycles and its commitment to enhancing academic quality through systematic evaluation mechanisms. The case offers an opportunity to examine how evaluation practices are integrated into strategic academic management within a developing higher education institution.

3.3. Participants and Sampling

Participants were selected through purposive sampling to ensure that informants had direct knowledge and experience in learning evaluation management. The study involved academic leaders, quality assurance personnel, and lecturers who play active roles in planning, implementing, and monitoring learning evaluation processes. The participants included:

- University-level academic leaders responsible for policy formulation
- Heads of study programs overseeing evaluation implementation
- Members of the internal quality assurance unit
- Lecturers involved in assessment design and reporting

Purposive sampling ensured the selection of participants who were directly engaged in managerial and operational aspects of learning evaluation. Data collection continued until informational saturation was achieved, meaning that no substantially new themes emerged from subsequent interviews.

3.4. Data Collection Methods

Data were collected using three primary techniques: in-depth interviews, document analysis, and non-participant observation.

3.4.1. In-Depth Interviews

Semi-structured interviews were conducted to explore participants' experiences and perspectives regarding learning evaluation management. An interview protocol was developed to guide discussions on:

- Planning of learning evaluation policies

- Implementation of assessment procedures
- Monitoring and control mechanisms
- Utilisation of evaluation results for improvement
- Challenges and opportunities in evaluation management

Interviews were conducted face-to-face and lasted 45-90 minutes. All interviews were recorded with participants' consent and transcribed verbatim for analysis.

3.4.2. Document Analysis

Document analysis was conducted to examine institutional policies, academic guidelines, quality assurance reports, evaluation instruments, meeting minutes, and follow-up improvement plans. These documents provided formal evidence of evaluation management processes and allowed triangulation with interview findings:

- Key documents reviewed included
- Institutional academic regulations
- Assessment and grading guidelines
- Internal quality assurance manuals
- Monitoring and evaluation reports
- Academic audit results
- Strategic improvement plans

Document analysis enabled the researcher to assess the alignment between written policies and actual implementation practices.

3.4.3. Observation

Non-participant observation was conducted during academic meetings related to evaluation discussions and quality assurance review sessions. Observation focused on managerial interactions, decision-making processes, and how evaluation data were presented and interpreted. Field notes were recorded systematically to capture contextual details that complemented interview and document data. Data Analysis:

- Data were analyzed using thematic analysis. The analysis followed several systematic steps.
- **Data Familiarisation:** Interview transcripts, documents, and field notes were read repeatedly to gain an overall understanding of the data.
- **Initial Coding:** Meaningful units of data were coded using open coding techniques. Codes were generated to represent patterns related to planning, implementation, monitoring, and follow-up processes.
- **Theme Development:** Related codes were grouped into broader categories representing core themes of learning evaluation management.
- **Theme Review and Refinement:** Themes were reviewed to ensure coherence and alignment with research objectives.
- **Interpretation:** Themes were interpreted in relation to theoretical frameworks on quality assurance, continuous improvement, and evaluation management.

Data analysis was conducted iteratively, allowing continuous comparison between interview data, documents, and observations. This triangulation strengthened the validity of findings.

3.5. Trustworthiness of the Study

To ensure rigour and credibility, several strategies were employed.

Credibility: Data triangulation was applied by combining interviews, documents, and observations. Member checking was conducted by sharing preliminary findings with selected participants to confirm accuracy and interpretation.

Transferability: Thick description was provided regarding institutional context, participant roles, and managerial processes. This enables readers to assess the applicability of findings to other higher education contexts.

Dependability: An audit trail was maintained documenting research procedures, data collection processes, coding decisions, and analytical steps. This enhances transparency and replicability.

Confirmability: Reflexive notes were maintained to minimise researcher bias and ensure that interpretations were grounded in data rather than personal assumptions.

Ethical Considerations: Ethical principles were strictly observed throughout the study. Participants were informed about the purpose of the research, voluntary participation, confidentiality, and their right to withdraw at any time. Written informed consent was obtained before data collection. Participant identities were anonymised using coded identifiers to protect confidentiality. Institutional documents were accessed with official permission from university authorities. All data were stored securely and used solely for academic research purposes.

4. Result and Discussions

The major components of Learning Evaluation Management includes Planning, Implementation, Monitoring and Follow-up Improvement as shown in figure 1. The effectiveness index is a percentage and gives an idea of the relative performance of each management component. The effectiveness score of the Follow-up Improvement component was 85%, the highest among the four components, implying the importance of continuous evaluation, corrective actions and systematic improvements in improving the overall learning evaluation process. This shows the significance of employing the results of the evaluation to improve the methods of teaching and to improve the quality of education.

The Implementation component registered the second highest effectiveness score of 80% indicating that the implementation of planned evaluation activities is generally effective and well managed. The planning received an effectiveness score of 75%, indicating that the preparation and design of learning evaluation activities are adequately structured and have room for improvement. In contrast, the lowest effectiveness was recorded in Monitoring with 70%. This implies the need to pay more attention to continuous supervision and follow-up of the evaluation activities to ensure timely feedback, consistency and quality assurance across the evaluation process. The figure shows that all components of Learning Evaluation Management have a relatively good effectiveness with the score ranging from 70% to 85%. The findings indicate the need to improve monitoring practices while ensuring the effectiveness of planning, implementation and continuous follow-up improvement in an effort to achieve a more comprehensive and sustainable learning evaluation management system.

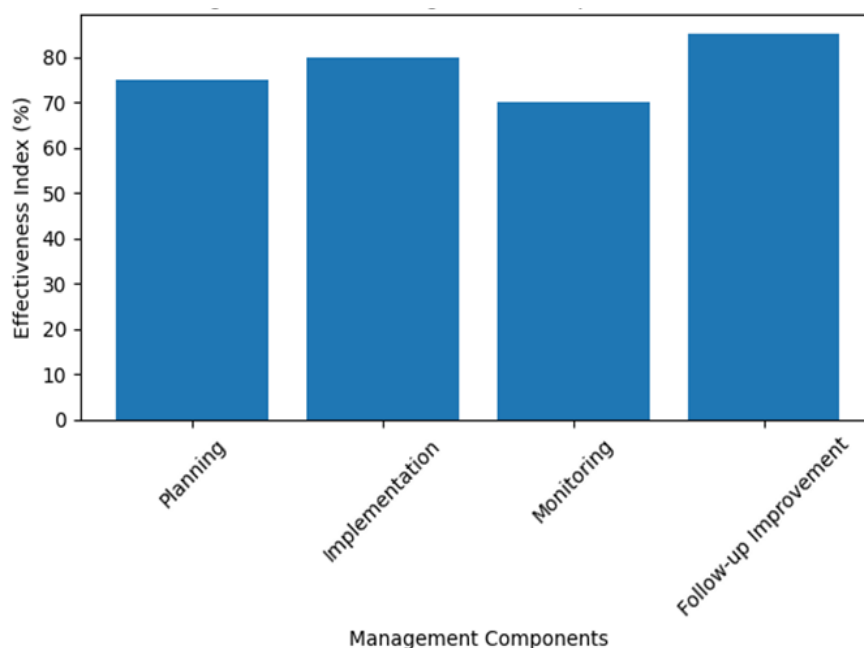


Figure 1: Learning evaluation management components effectiveness

Figure 2 shows the Academic Quality Improvement Trend from 2021 to 2025. The Academic Quality Index is seen to increase steadily over the five-year period. The index increased from 68 in 2021 to 72 in 2022, reflecting the early impact of quality improvement projects and institutional development activities. The 2023 improvement to 76 reflects ongoing progress in strengthening academic practices, teaching quality, curriculum implementation and institutional performance.

Table 1: Learning evaluation management cycle

Stage	Description	Quality Assurance Link
Planning	Establishing evaluation standards and policies	Standard setting
Implementation	Conducting assessments according to guidelines	Quality control
Monitoring	Reviewing compliance and consistency	Internal audit
Evaluation	Analysing assessment data and performance indicators	Performance measurement
Improvement	Implementing corrective and preventive actions	Continuous quality enhancement

The planning, implementation, monitoring, evaluation, and improvement stages of the learning evaluation management cycle are shown in Table 1. Every step is linked to a specific quality assurance function, ensuring systematic evaluation and ongoing improvement of educational quality.

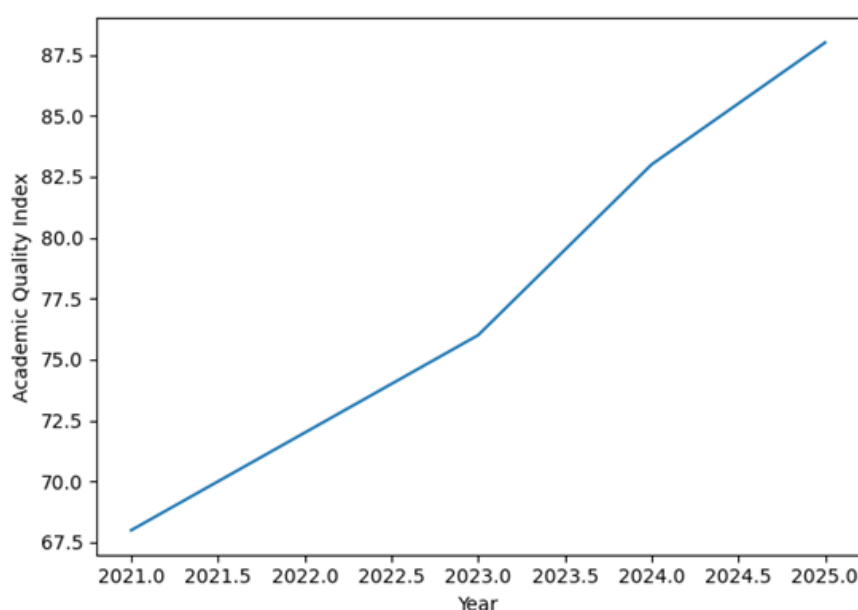


Figure 2: Academic quality improvement trend (2021–2025)

As we can see, the increase from 2023 to 2024 is more significant, as the Academic Quality Index increases from 76 to 83, showing that the implementation of comprehensive quality assurance mechanisms, faculty development programs, and ongoing evaluation has been crucial to improving academic performance. The index reached its peak of 88 in 2025, reflecting the institutions' continued dedication to academic excellence, sound quality management practices and ongoing improvement strategies. The general trend shows a steady positive improvement of academic quality over the period of study. The fact that the Academic Quality Index has not decreased means that the quality improvement efforts have been maintained and carried out with continuity and success. The findings indicate that continuous assessment, strategic planning and evidence-based decision making have been pivotal in enhancing academic quality and ensuring long-term institutional sustainability.

5. Conclusion

This study examined how learning evaluation management contributes to enhancing academic quality at Salakanagara University. The findings demonstrate that systematic and structured management of learning evaluation plays a critical role in strengthening institutional academic governance. When evaluation processes are carefully planned, consistently implemented, regularly monitored, and strategically utilised for improvement, they function as an effective mechanism for continuous quality enhancement. The case study reveals that learning evaluation management extends beyond classroom-level assessment practices. It operates as an institutional process embedded within the university's internal quality assurance framework. The integration of evaluation results into decision-making, curriculum revision, lecturer development, and academic policy refinement significantly supports the achievement of learning outcomes and overall academic performance. Moreover, the study highlights the importance of leadership commitment, standardised assessment instruments, and data-driven monitoring systems in ensuring evaluation effectiveness. However, challenges remain in optimising data utilisation and ensuring consistent implementation across academic units. Addressing these challenges requires strengthening institutional coordination, enhancing analytical capacity, and reinforcing a culture of evidence-based improvement. In conclusion, learning evaluation management

is a strategic tool for enhancing academic quality in higher education institutions. The experience of Salakanagara University illustrates that when evaluation is managed systematically and integrated into governance structures, it becomes a powerful driver of sustainable academic excellence. Future research may expand this investigation through comparative or mixed methods approaches to further validate and generalise these findings.

5.1. Limitations

As a single case study, the findings are context-specific and may not be generalised statistically to all higher education institutions. However, the study aims for analytical generalisation by providing conceptual insights into learning evaluation management processes. Future research may employ comparative or mixed-method approaches to expand empirical validation. **Methodological Summary.** This qualitative case study investigates how learning evaluation management is structured and implemented within Salakanagara University to enhance academic quality. Through purposive sampling, triangulated data collection, and systematic thematic analysis, the research provides in-depth insights into the managerial dimensions of learning evaluation. The methodological design ensures credibility, rigour, and alignment with contemporary standards in higher education research.

Acknowledgement: The authors would like to express their sincere gratitude to Universitas Pamulang, St. Aloysius Institute of Management and Information Technology, and Tyumen Industrial University for their valuable support, encouragement, and academic assistance throughout this research. The authors also acknowledge the research facilities, institutional resources, and academic guidance provided by these institutions, which contributed significantly to the successful completion of this work.

Data Availability Statement: Data is available upon request from the corresponding author.

Funding Statement: This research was conducted without receiving any specific grant, funding, or financial support from public, commercial, or non-profit organizations.

Conflicts of Interest Statement: The authors declare that there are no conflicts of interest related to this study, and all sources have been appropriately cited and referenced.

Ethics and Consent Statement: Ethical guidelines were followed throughout the study. Necessary permissions, approvals, and informed consent were obtained from the relevant institutions and participants where required.

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