

## Active Engagement in the Introduction to Public Policy (IPP) Course: Enhancing Student Interaction Through Face-to-Face Learning

### *Penglibatan Secara Aktif Kursus Pengenalan Polisi Awam (IPP): Meningkatkan Interaksi Pelajar Melalui Pembelajaran Bersemuka*

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### ABSTRACT

Active engagement in the introduction to public policy (IPP) course: enhancing students' interaction through face-to-face learning is a pedagogical approach based on the innovative learning aids created by the lecturers purposely to encourage students' active involvement in the lecture class, instead of assigning them for their independent completion after the class session ends. This study explores the application of this learning aids approach in the introduction to IPP course, aimed at Bachelor of Administrative Science, second year students, from the Faculty of Administrative Science and Policy Studies (FSPPP) at Universiti Teknologi MARA (UiTM). The main objective of the study is to evaluate the impact of an active learning strategies approach in enhancing students' comprehension of public policy concepts and fostering their deeper engagement with the course syllabus. To facilitate this, the instructional framework in the lecture integrated some interactive methods introduced such as short introductory videos, formative assessment in the form of simple quizzes, and tutorial questions tailored to each chapter of the course. These approaches were deliberately implemented to assist students in grasping important concepts quickly, reinforce understanding through repetition in every lecture class, and support more effective revision practices in order to understand the course better. By promoting regular student engagement during class lessons, the activities not only improved students' interest and attentiveness but also contributed to their development of critical skills and improved long-term knowledge retention, and became a fun group learning via the class session. This study employed a quantitative design using student surveys to gather feedback on the effectiveness of the innovation. The surveys captured students' experiences and preferences, enabling lecturers to refine and adjust the learning materials to better match student needs and learning styles. The result of the study conducted suggests that the content of this innovation is a valuable method for helping to enrich the learning experience and enhance academic performance in higher education practice.

*Keywords: Interactive; Engagement; Learning; Public policy; Active learning.*

### INTRODUCTION

Public policy is crucial in shaping the socio-economic and political framework in Malaysia practice, based on the parliamentary democracy and constitutional monarchy, the policy formulation is driven by the need to address public national concerns, such as national issues, including economic growth, social welfare, public health, education, and national security. Within the governance structure, collaboration occurs among the three levels of government structure, starting with the federal government, state governments, and local governments to create, implement, and evaluate public policies that align with national objectives and cater to the various needs of the communities. Public policy is broadly defined as a relatively stable, purposive course of action or deliberate inaction taken

by an individual or group of actors in response to a specific issue or public concern (Anderson, 2015). In Malaysia, the process of formulating policies is complex and involves various stages, starting from consultations, stakeholder engagement, research, and thorough analysis. Policies are subjected to a detailed process and must pass through multiple layers of approval, which include ministerial discussion, cabinet deliberations, and parliament debates before they can be announced as a policy and implemented. The outcomes of the process are often documented in a strategic framework like the Malaysia Plans, educational blueprints, economic transformation technology, or other long-term developmental initiatives to be used in addressing the national issues.

For students studying policy studies, it is essential to grasp the public policy-making process in Malaysia. Recognizing the abstract nature and conceptual density of public policy as a subject course, the lecturer has come out with innovative teaching strategies to enhance students' learning and engagement in the form of educational innovation titled Interactive Students Learning Engagement. This innovation was created to shift the conventional, lecture-based method of instruction into a more interactive and student-centered learning experience with the learning aids provided. It comprises a compilation of simple yet insightful educational approaches, including instructional videos, self-assessment quizzes, and tutorial questions. These approaches are providing a clear and concise overview of each topic, thereby making it easier for students to understand and retain essential policy concepts and information. By providing course material in a more visual and interactive format, the approach helps bridge the gap between students' theoretical content and practical understanding. The short videos, for instance, have brief yet concise storytelling that simplifies the important content of each chapter, while the quizzes and tutorial exercises reinforce knowledge through active recall and application during the class session. This method not only caters to different learning styles but also increases student participation, attention span, and interest in the subject matter in the class.

According to Ahmed (2018), teaching aids can be interactive and customize the learning process because when learners have something to look at during the class, teaching and learning can attract their attention and make their lessons more memorable. By utilizing some visual aids, the lecturer can enhance the presentation of the material, enabling students to grasp and comprehend the concept being taught quickly (Ariani & Marleni, 2023). Moreover, this approach encourages the development of students' critical thinking skills, as they are prompted to analyze, reflect, and apply policy theories to real-world practice. The structured nature of the learning materials also supports students in focusing on course assessments, enabling them to revise more effectively and efficiently for completing their assessments and preparing them for their examination. Ultimately, this approach aims to improve students' academic performance and foster a deeper appreciation of how public policy functions in Malaysia's administrative system.

## **PROBLEM STATEMENT**

Students often struggle to grasp the content of the IPP course when they rely solely on the lecturer's notes provided, particularly during revision of the content for completing the assessment course. The abundance of information in the lecture notes can be overwhelming, and without additional support, students may find it difficult to identify key concepts and prepare effectively for course assessments, such as an examination. This lack of engaging and suitable revision materials has contributed to poor understanding and, consequently, may cause low performance in the subject. Many students have reported from the survey conducted that simply listening to lectures and reading notes is insufficient for their deep learning of the course. They need some interactive methods to become exercises that can reinforce their understanding. The findings of the survey revealed a clear demand among the students to have concise educational videos and interactive quizzes that help them to simplify the course content and in a way of more accessible.

According to Md. Khalid et. al. (2017), students face challenges in comprehending subject matter without a suitable approach that highlights the main ideas and provides more practice opportunities as supported by Mat Nurudin et. al. (2020) emphasized the need for educational aids that supplement lecture materials and support independent revision. Without these kinds of resources, students may not be able to pinpoint important content, especially that covered in the examination, and thus may affect

their academic performance. The development of an innovative learning aid, consisting of brief videos, interactive quizzes, and tutorial exercises, addresses this gap. This approach is designed to help students revise more effectively and understand the public policy subject better. The idea stemmed from student feedback and aims to offer a simple, accessible, and effective alternative to traditional revision methods. However, challenges such as teacher workload, readiness, lack of reference materials, and time constraints highlighted by Huan Chin et. al (2019) must also be considered when implementing such educational innovations.

In conclusion, the introduction of video-based content, quizzes, and tutorial exercises serves as a much-needed support system for students, promoting active learning and improving academic outcomes in the IPP course.

## LITERATURE REVIEW

According to McGahan et al. (2015), while most faculty members are well-versed in updating their courses, comprehensive course revision is often less familiar and may be hindered by limited institutional support. During initial course development, resources and guidance are typically abundant. However, when it comes to revising existing courses, the same level of support is frequently diminished. Many institutions prioritize course development over course revision (Baldwin, Ching, & Hsu, 2018; Dimou & Kameas, 2016; Robinson & Wizer, 2016), often treating the latter as a secondary process. To address this issue effectively, educators must reconceptualize course revision as a critical, ongoing process that is intrinsically linked to the practical demands of online and hybrid teaching environments. This is why most instructional design models include dedicated phases for evaluation and revision (Chen et al., 2012; D'Agustino, 2012). In response to these challenges, the study focuses on enhancing student development through the creation of a learning aid specifically designed to support student achievement. The innovation aims to simplify and reinforce course content, enabling students to better comprehend complex topics and engage in effective revision.

A foundational element of any academic program is its learning outcomes, which serve as the benchmarks for curriculum design and student assessment (Norzaini & Doria, 2020). In Malaysia, students are typically evaluated across five clusters of learning outcomes: knowledge and understanding, cognitive skills, functional work skills, personal and entrepreneurial skills, and also on ethics and professionalism. These are assessed through a mix of formative assessment, including the examination. In order to enhance teaching and learning activities and avoid learners getting bored during the traditional method of lecture sessions relying on power point slides only, the lecturers are encouraged to use pictures, short video clips, and social media tools to retain the students' attention during the class (Ordu, 2021). The innovative product developed through this study addresses these learning outcomes by presenting essential course material in a more digestible format, through concise videos, guided exercises, and interactive elements combined in order to help students grasp key concepts quickly and retain information more effectively.

Learning is a purposeful and structured process in which individuals engage in intentional actions designed to bring about changes in their attitudes, behaviours and understanding (Ariani & Marleni, 2023). This process unfolds within the learning environment that exposes learners to new situations, challenges, and forms of knowledge. As the students interact with these circumstances and participate in planned learning activities, they gradually construct new meanings, refine existing perspectives, and develop the competencies needed for personal academic growth. According to Rahmawati (2019) the effectiveness of learning involves the optimal use of educational facilities, instructional strategies, and information technology to support learners in reaching the intended outcomes. As such, effectiveness functions as a key indicator of how far the predetermined learning objectives have been met, allowing educators to evaluate the quality and impact of the instructional approach employed (Aisah et al., 2021). As a result of engaging in the learning process, the student ultimately achieves a specific outcome or level of attainment. These learning outcomes reflect the competencies, skills, or knowledge that students acquire after participating in structured learning activities. They also serve as indicators of the effectiveness of instructional approaches. Such outcomes are systematically assessed

through designated measurement tools, enabling educators to evaluate the extent to which the intended objectives have been met and to determine areas that may require further improvement.

In addition, research by Marfunizah Ma'dan et al. (2020) and Bond et al. (2016) identifies five critical components that enable higher education institutions to restructure and improve quality while producing competitive graduates. These components include external factors, institutional structures and procedures, developmental efforts, student achievement, and environmental factors such as institutional culture and norms. All of these elements are interrelated and collectively influence all aspects of institutional performance, and the university lecturers are encouraged to be more dynamic, creative, and innovative in their teaching approaches to foster a more engaging and effective learning environment.

Within this context, IPP has been identified as a course with a recurring failure rate among students. In order to get a definite result, the lecturer has consulted students and understood their learning challenges. The result of the study led to the creation of an innovative learning aid aimed at improving student comprehension and performance in the subject. The approach offers students an accessible way to engage with complex course material, ultimately contributing to improved academic outcomes and a deeper understanding of public policy in the Malaysian context.

## **METHODOLOGY**

Interactive Student Learning Engagement (ISLE) was developed as a learning aid and revision approach to support second-year students enrolled in the Introduction to Public Policy course under the Bachelor of Administrative Science program at the Faculty of Administrative Science and Policy Studies (FSPPP), Universiti Teknologi MARA (UiTM). This initiative aims to enhance students' comprehension of public policy concepts through a structured and engaging study and revision process. The study adopted a quantitative research approach, utilizing student surveys to collect feedback to ensure the effectiveness of the innovation. The data gathered provided insights into students' experiences and preferences, allowing lecturers to refine and tailor educational aids that align with student needs and learning styles. The ISLE approach functions not only as a supplementary learning resource but also as a platform for students to communicate their learning challenges and suggest improvements to the teaching and learning process.

This study focuses on the significance of providing accessible learning support and clear guidelines to help students grasp the complexities of public policy. By exploring the components of ISLE, namely informative videos, quizzes, and chapter-based tutorial questions, students are allowed to quickly review and understand essential course content. This multimodal approach promotes active engagement, supports knowledge retention, and enables more effective and independent revision, ultimately contributing to improved academic performance for the course.

## **PRODUCT DESCRIPTION**

This innovation product has been thoughtfully developed in the form of an interactive learning concept by embedded the link of introductory video, interactive quiz and list of tutorial questions in each chapter power point slide, specifically tailored for students of the Faculty of Administrative Science and Policy Studies (FSPPP) pursuing the Bachelor of Administrative Science program at Universiti Teknologi MARA (UiTM). The interactive learning concept features a carefully curated informative video and an engaging quiz and tutorial exercise, designed to provide a comprehensive yet concise revision aid for the IPP subject. By combining visual learning elements and interactive assessment tools, aims to enhance students' understanding, retention, and application of key public policy concepts in an accessible and student-friendly manner.

The direct links to videos, quizzes, and tutorial questions cover all chapters of the IPP subject. Each chapter listed on the poster is linked to a concise and informative video that highlights the critical points students need to focus on, along with a simple yet comprehensive quiz and tutorial questions designed to test their understanding of the key concepts discussed. During the lecture, the lecturer will

click on the links which immediately direct to the corresponding video, quiz, and tutorial questions, allowing for easy access, quick recap on the content, and also become revision materials for students. Feedback from the students has been positive; they expressed enthusiasm for the informative videos and showed active participation in answering the quizzes and tutorial questions. Overall, the students enjoyed the interactive learning experience and appreciated the opportunity to reinforce their knowledge in a fun and accessible way. This innovation project aims to enhance student understanding of the policy adoption stage through interactive learning components, and this learning engagement project combines theoretical knowledge, multimedia elements, and interactive assessment tools to ensure students not only understand but also apply the learning concepts in answering the examination.

Figure 1 demonstrates the structured integration of interactive learning elements within each chapter of the lecture slides, specifically through the inclusion of video links, quizzes, and tutorial questions. These features are purposefully embedded to transform passive learning into an active educational experience. At the outset of each chapter, a video link is strategically placed to introduce the main topic. This audiovisual component serves to capture students' attention, provide foundational knowledge, and present examples that frame the subject matter effectively. As the lecture progresses, a quiz is incorporated around the midpoint of the slides. This serves a dual purpose: firstly, to gauge students' comprehension of the material covered up to that point, and secondly, to prompt interactive discussions and immediate feedback, which reinforce learning. The quizzes are designed to be short and targeted, making them an effective formative assessment tool within the lecture setting.

Toward the conclusion of each chapter, a set of tutorial questions is included. These questions are crafted to encourage students to apply newly acquired knowledge to practical scenarios, promoting critical thinking and deeper cognitive processing. By working through these exercises, students are allowed to consolidate their understanding and engage in collaborative learning, particularly when these questions are discussed in group settings or guided by the lecturer. Overall, this tripartite structure, which started with visual engagement, followed by formative assessment, and concluded with applied practice, has fostered an interactive and student-centered learning environment. It empowers both lecturers and students to participate in a more dynamic, engaging, and effective educational process.

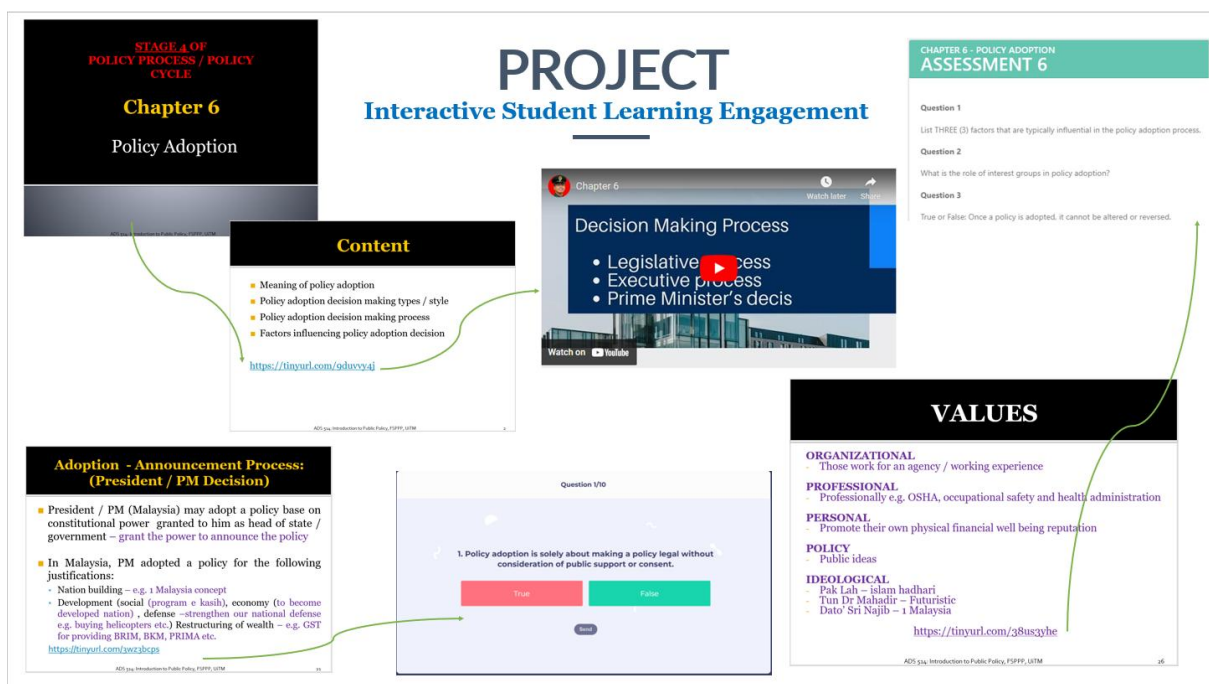


Figure 1: Product details

Figure 2 presents a curated collection of introductory videos, each purposefully aligned with the individual chapters of a course focused on public policy. These videos function as supplementary learning resources aimed at introducing and reinforcing key concepts in an engaging and visually appealing format. By leveraging multimedia content, this approach supports a blended learning framework that effectively integrates conventional face-to-face methods with modern, technology-enhanced learning strategies. The primary objective of incorporating these videos is to deepen students' conceptual understanding of complex public policy themes by presenting information in a format that appeals to various learning styles. Visual explanations, real-life examples, and narrative-driven content contribute to improved information retention, heightened interest, and enhanced cognitive engagement. Each video acts as a foundation for the chapter it accompanies, setting the context and encouraging students to explore the topic more thoroughly during lectures and independent study.

Moreover, the use of video materials introduces a layer of flexibility into the learning process. Students can access these resources at their own pace, allowing them to review and reflect on the content multiple times as needed, since a copy of the lecture notes is provided to them. This fosters a more personalized learning experience, particularly beneficial for students who may require additional time to grasp certain concepts or who wish to deepen their understanding outside of class hours. Overall, this integration of video content underscores a shift toward learner-centered pedagogy. It promotes greater autonomy, supports continuous learning beyond the classroom, and cultivates sustained engagement with the subject matter. Through this approach, the course not only delivers content more effectively but also empowers students to take a more active role in their educational journey.

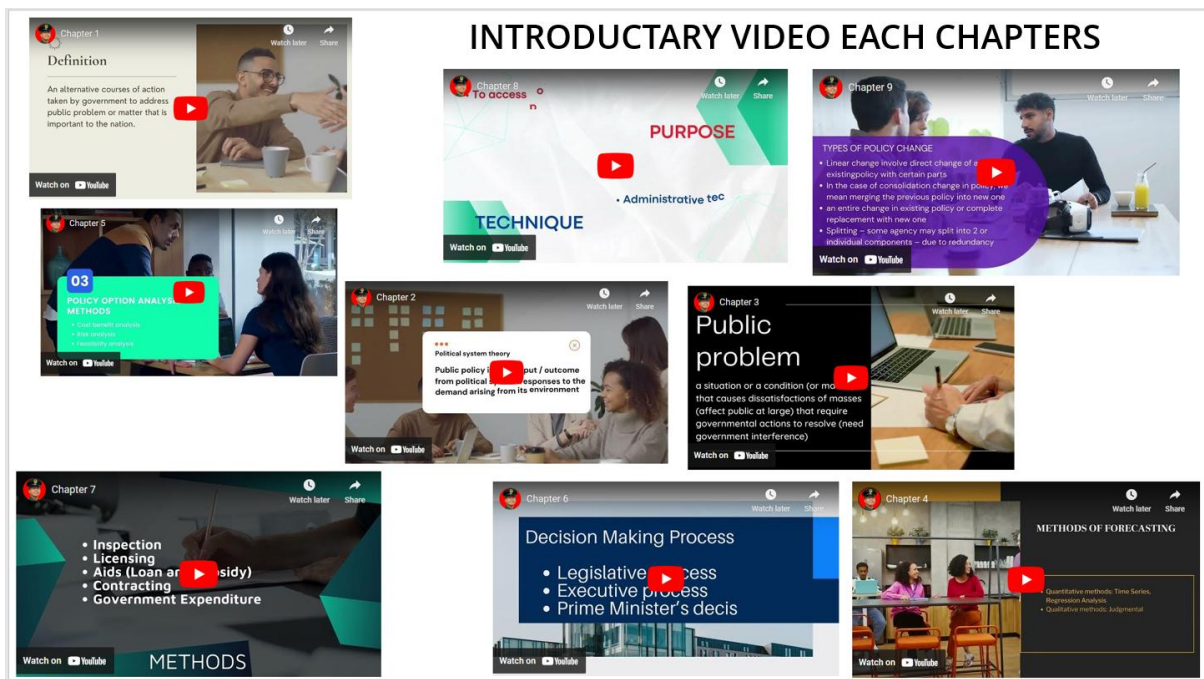
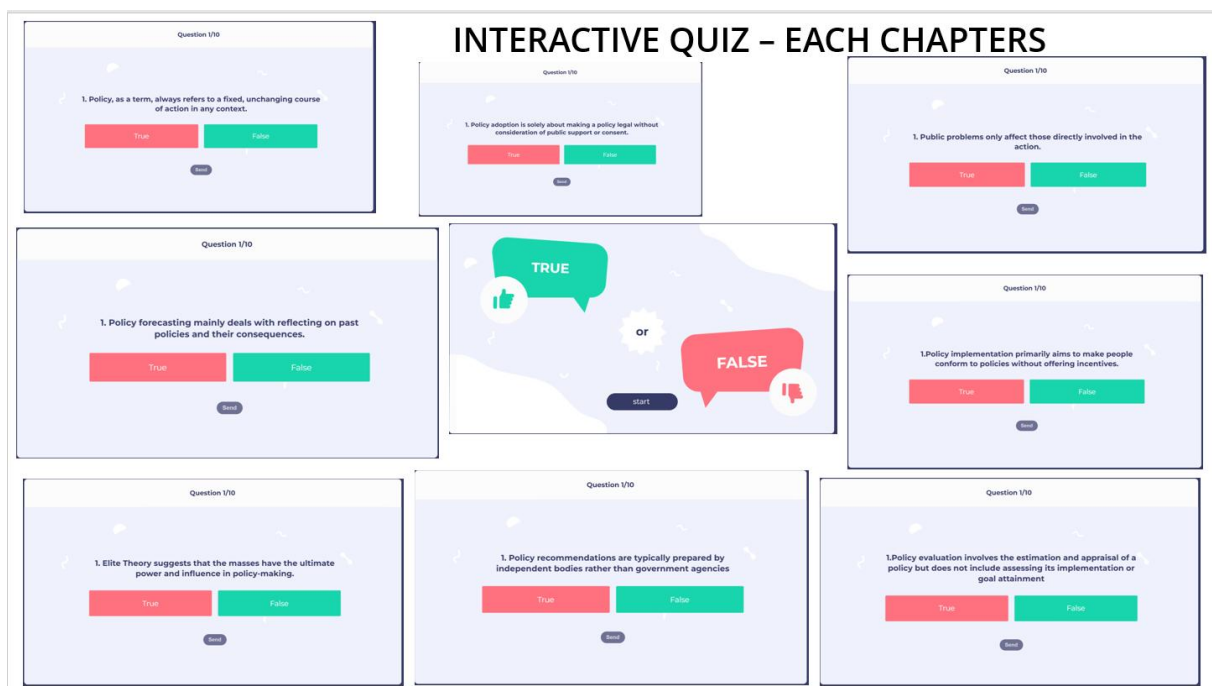


Figure 2: Introductory videos for each chapter

Figure 3 illustrates the integration of interactive, chapter-based quizzes as a pedagogical strategy within the IPP course. These quizzes are thoughtfully designed to reinforce students' understanding of key concepts while simultaneously promoting active engagement with the course material. Functioning as formative assessments, they are administered at the middle of each chapter, serving as a tool for both knowledge consolidation and diagnostic evaluation. This approach allows students to assess their comprehension, identify gaps in their understanding, and receive immediate guidance on areas needing improvement. The implementation of these quizzes fosters a culture of self-directed learning by encouraging students to take initiative in monitoring their academic progress. Presented in

a straightforward and accessible True/False format, the quizzes are easy to navigate, lowering barriers to participation while still maintaining pedagogical effectiveness. This simplicity enhances students' focus on content accuracy and conceptual clarity rather than being hindered by complex question structures.

A particularly valuable aspect of these assessments is the provision of immediate, automated feedback upon submission. This real-time response mechanism is critical in reinforcing correct information and promptly addressing any misconceptions. By doing so, it supports continuous learning and helps prevent the accumulation of misunderstandings over time. Beyond their role in factual recall, these quizzes contribute meaningfully to the development of critical thinking skills. Students are prompted to evaluate statements, explore the policy concepts, and challenge their assumptions. This transforms the learning process from a passive reception of information to an active, reflective exercise that strengthens analytical reasoning and conceptual depth. In summary, the use of interactive chapter-based quizzes exemplifies a learner-centered, formative approach to assessment. It enhances engagement, promotes self-regulated learning, and supports deeper intellectual engagement with IPP topics, aligning effectively with contemporary educational best practices.



**Figure 3: Interactive quiz for each chapters**

Figure 4 showcases a structured set of tutorial questions integrated at the end of each lecture slide, purposefully designed to reinforce students' comprehension upon the conclusion of each chapter. These questions function as an immediate reflective tool, prompting students to actively recall and process the key information presented during the lecture. By engaging in this form of post-lecture review, students are encouraged to consolidate their learning and assess their understanding in real time. The tutorial questions are presented in a clear and accessible format, incorporating a variety of question types such as definitions, True/False statements, and short prompts that require identification of key concepts or discussion points. This variety not only caters to different cognitive levels but also makes the questions suitable for quick revision, in-class discussion, or independent self-assessment. Their simplicity and directness ensure that students can engage with the content without being overwhelmed, thus promoting consistent practice and incremental learning.

This pedagogical strategy goes beyond mere repetition as it fosters active engagement and deeper interaction with the course material. By revisiting core concepts in a structured yet approachable manner, students are more likely to internalize the information and apply it in broader contexts, such as group discussions, assignments, or exams. Additionally, these tutorial questions can serve as a

springboard for collaborative learning, enabling peer-to-peer interaction with lecturer-guided clarification of complex topics. In essence, the integration of tutorial questions at the end of each lecture not only aids in knowledge retention but also strengthens students' critical engagement with the subject matter. It reflects a proactive instructional approach that emphasizes comprehension, reflection, and continuous improvement in the learning process.

**TUTORIAL QUESTIONS - EACH CHAPTERS**

**CHAPTER 3 - POLICY PROBLEMS AND AGENDA SETTING ASSESSMENT 3**

**Question 1**  
State ONE (1) reason why hurricanes are not likely to become public problems.

**Question 2**  
Does the politics stream comprise possible solutions for problems in Kingdon's Agenda Setting Model?

**CHAPTER 2 - THEORETICAL PERSPECTIVE OF PUBLIC POLICY MAKING ASSESSMENT 2**

**Question 1**  
List THREE (3) examples of outputs of the political system theory.

**Question 2**  
List THREE (3) differences between Rational Theory and Incremental Theory.

**CHAPTER 1 - INTRODUCTION TO PUBLIC POLICY ASSESSMENT 1**

**Question 1**  
Name any ONE (1) policy you know and its objectives.

**Question 2**  
State TWO (2) differences between distributive policies and redistributive policies.

**CHAPTER 4 - POLICY FORECASTING AND FORMULATION ASSESSMENT 4**

**Question 1**  
List THREE (3) elements in policy formulation.

**Question 2**  
True or False: Random guessing is a common tool used in policy forecasting.

**Question 3**  
True or False: Policy forecasting is solely the responsibility of government analysts.

**Question 4**  
State any THREE (3) examples of a quantitative method used in policy forecasting.

**CHAPTER 5 - POLICY RECOMMENDATION ASSESSMENT 5**

**Question 1**  
What is the primary goal of policy recommendations?

**Question 2**  
True or False: Policy recommendations must always lead to legislative changes.

**Question 3**  
List THREE (3) key characteristics of an effective policy recommendation proposal.

**CHAPTER 6 - POLICY ADOPTION ASSESSMENT 6**

**Question 1**  
List THREE (3) factors that are typically influential in the policy adoption process.

**Question 2**  
What is the role of interest groups in policy adoption?

**Question 3**  
True or False: Once a policy is adopted, it cannot be altered or reversed.

**CHAPTER 7 - POLICY IMPLEMENTATION ASSESSMENT 7**

**Question 1**  
List TWO (2) factors that can lead to failure of policy implementation.

**Question 2**  
What is the role of non-governmental organizations (NGOs) in policy implementation?

**Question 3**  
Differentiate between specific support vs diffuse support.

**CHAPTER 8 - POLICY EVALUATION ASSESSMENT 8**

**Question 1**  
True or False: Policy evaluation should only occur after a policy has been fully implemented for several years.

**Question 2**  
True or False: Policy evaluation is primarily concerned with assessing the effectiveness and impact of existing policies.

**Question 3**  
True or False: Cost-benefit analysis in policy evaluation helps to determine the policy's popularity.

**Question 4**  
Distinguish between evaluating policy output, outcome and impact.

**CHAPTER 9 - POLICY CHANGE & TERMINATION ASSESSMENT 9**

**Question 1**  
True or False: Policy change is a result of policy failure.

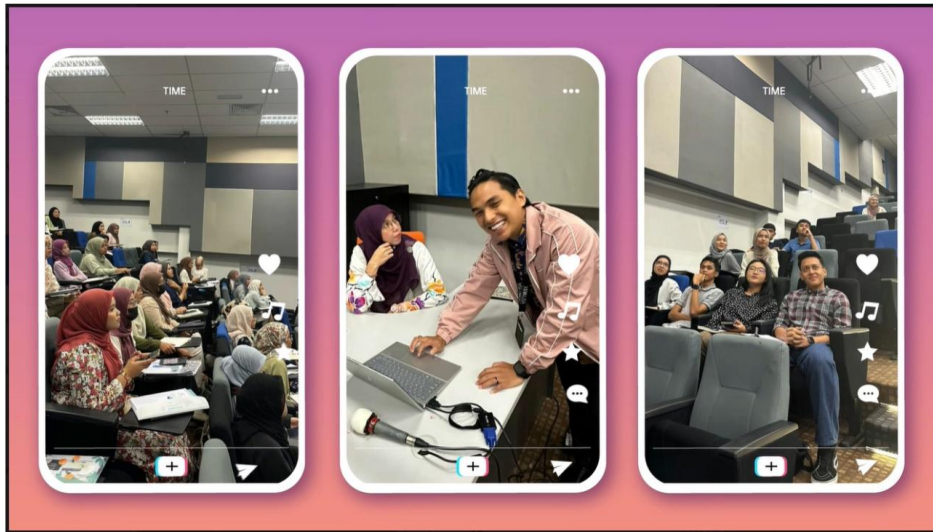
**Question 2**  
True or False: Policy termination can be defined as an evaluation of the effectiveness of a policy.

**Question 3**  
What is a significant factor that can lead to policy termination?

**Figure 4: Tutorial questions for each chapter**

Figure 5 illustrates the in-class activities facilitated by the lecturer as a means to ensure active student participation and meaningful engagement with the course materials. These activities are intentionally designed to verify that students have engaged with the preparatory components of the course, namely, the introductory videos, chapter-based quizzes, and tutorial questions, before and during the lecture session. By incorporating these interactive tasks into the classroom experience, the lecturer creates opportunities for students to demonstrate their understanding, ask questions, and engage in collaborative discussion. This real-time interaction enables the instructor to monitor individual and group progress, identify and address any misconceptions, and reinforce essential concepts through immediate clarification and feedback.

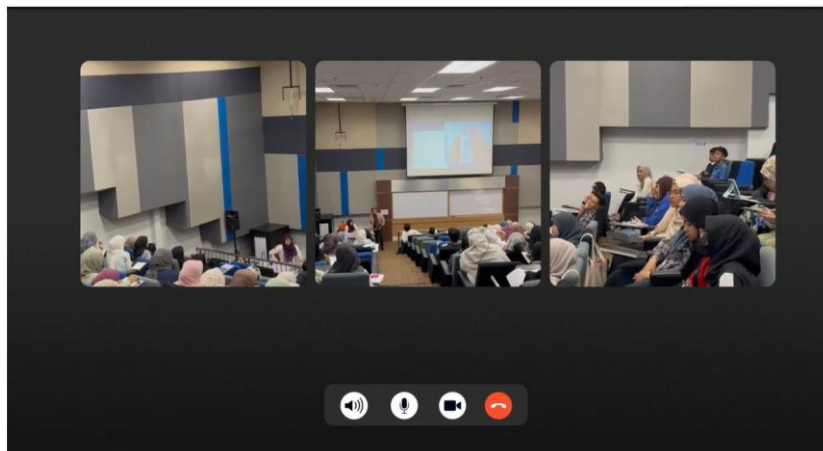
Such activities play a critical role in promoting student accountability, as learners are encouraged to come to class prepared and ready to participate. Furthermore, this approach cultivates a more dynamic and learner-centered environment, where students are not merely passive recipients of information but active contributors to the learning process. It also supports the development of communication, analytical, and critical thinking skills through structured dialogue and problem-solving exercises. Ultimately, these activities during class enhance the overall effectiveness of the teaching and learning process. They foster a supportive atmosphere that encourages continuous engagement, empowers students to take ownership of their learning journey, and bridges the gap between independent study and in-class instruction.



**Figure 5: Activities in the lecture class**

Figure 6 depicts students collectively watching the introductory video during the lecture session, serving as a visual representation of the integration of multimedia content into classroom instruction. This practice underscores the strategic use of video as a pedagogical tool to introduce core topics in a manner that is both engaging and accessible. By incorporating audiovisual materials into the lecture, the instructor leverages the strengths of visual learning to capture students' attention, simplify complex ideas, and provide a conceptual framework for the chapter.

Viewing the video as a group ensures that all students receive a consistent and unified introduction to the topic, establishing a shared baseline of understanding before progressing to more advanced discussions and activities. This approach also facilitates collective reflection and encourages interactive, peer-based learning as students can immediately engage in discussion or question and answer sessions based on the content viewed. Furthermore, the inclusion of videos during class helps bridge the gap between traditional teaching methods and modern, technology-enhanced learning. It enriches the overall learning experience by making abstract concepts more concrete and relatable, while also accommodating diverse learning preferences. Ultimately, this strategy promotes a more dynamic, inclusive, and collaborative classroom environment that supports deeper student engagement and comprehension.

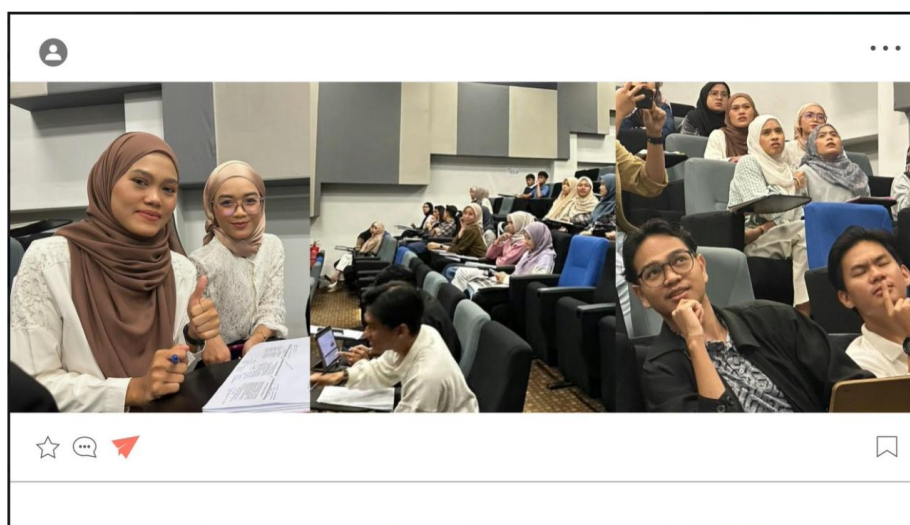


**Figure 6: Students are watching the introductory video**

Figure 7 captures students actively participating in the completion of chapter-based quizzes and tutorial questions during the lecture session. This in-class activity functions as an important formative assessment strategy, enabling students to immediately apply the knowledge acquired and evaluate their understanding of the chapter content in a structured and supportive environment. Engaging with these assessment tools in real time encourages students to recall key concepts, analyze information

critically, and identify areas that may require further clarification. With the lecturer present to provide guidance and feedback, students benefit from the opportunity to resolve misunderstandings and deepen their comprehension through discussion and targeted explanation.

This practice transforms the classroom into an interactive and student-centered learning space, where participation and critical thinking are actively fostered. It also reinforces the course content by prompting learners to revisit and apply their knowledge shortly after it is introduced, which enhances retention and encourages reflective learning. Moreover, completing these activities collectively promotes peer interaction and collaborative learning, while reinforcing individual accountability. Ultimately, this approach supports a dynamic educational experience that bridges instruction with application, fostering a more engaged, reflective, and effective learning environment.



**Figure 7: Students are answering the quiz & tutorial questions**

## FINDINGS AND DISCUSSIONS

To evaluate the effectiveness of the ISLE, a simple survey was conducted to gather student feedback and responses regarding the innovation. The survey aimed to assess students' perceptions of the ISLE components, particularly the instructional videos, quizzes, and tutorial exercises, focusing on aspects such as their level of interest, appropriateness, informativeness, and overall usefulness in supporting understanding and revision of public policy content. The questionnaire was distributed to students enrolled in the IPP course, and a total of 270 students participated in the study. The responses provided valuable insights into how students perceived the learning tool about their academic needs. Based on the analysis of the survey results, the study identified several key findings regarding the implementation and impact of ISLE. These findings reflect students' experiences and serve as a basis for improving the quality and effectiveness of future teaching aids designed to support public policy education.

Table 1 presents the results of student feedback on the perceived interest and appropriateness of the instructional content incorporated into the ISLE approach, with a particular focus on the use of videos and quizzes. Among the 270 student respondents, 100% indicated that they found the content both interesting and well-suited to their learning needs. Remarkably, no student selected "No" in response, reflecting unanimous approval of the learning materials provided. This strong positive response suggests that the ISLE components, namely the instructional videos and chapter-based quizzes, were not only engaging but also effectively aligned with students' academic levels and the subject matter of the Public Policy course. The universal agreement highlights the materials' relevance, clarity, and ability to sustain student interest, thereby confirming the pedagogical value of integrating multimedia and formative assessments into the learning process.

Moreover, the data underscore the effectiveness of the ISLE approach in supporting comprehension and enhancing the overall learning experience. The overwhelming endorsement by students points to the success of the digital learning aids in making complex policy concepts more accessible and stimulating. This finding reinforces the broader potential of well-designed educational technologies to improve classroom engagement, promote active learning, and support deeper cognitive understanding in higher education settings.

**Table 1. Is the content of the video & quiz interesting and suitable**

Respondent	Yes	No
Students	270 (100%)	0

Table 2 presents student responses concerning the perceived informativeness of the instructional videos and quizzes embedded within the ISLE approach. Among the 270 students surveyed, 93% affirmed that they found the content informative, while the remaining 7% responded as "unsure." Notably, no respondents indicated that the content was uninformative. The high percentage of positive responses suggests that the ISLE materials, particularly the videos and quizzes, were largely successful in conveying key public policy concepts in a clear and meaningful way. These findings indicate that the majority of students were able to grasp the core instructional content and found it beneficial in supporting their understanding of the subject matter.

However, the 7% of students who were uncertain about the informativeness of the materials may reflect a need for further refinement or additional instructional scaffolding in specific areas. This could include clarifying complex topics, enhance visual explanations, or offering supplementary guidance to ensure that all learners, regardless of their prior knowledge or learning preferences, are able to engage fully with the material. Overall, the data support the conclusion that the ISLE approach serves as a highly effective educational resource, significantly contributing to students' comprehension and retention of IPP content. At the same time, the findings highlight an opportunity for continuous improvement to further enhance inclusivity and clarity in instructional delivery.

**Table 2. Is the content of the video & quiz informative**

Respondent	Yes	Not Sure
Students	250 (93%)	20 (7%)

Table 3 presents the results of student feedback regarding the extent to which the video and quiz content within the ISLE approach aided their understanding of public policy subject matter. Of the 270 student respondents, 96% affirmed that the content contributed positively to their comprehension of the material, while 4% indicated they were unsure. Notably, no respondents reported that the content did not help at all. The overwhelmingly positive response suggests that the ISLE approach, through its integration of instructional videos and formative quizzes, is highly effective in reinforcing and clarifying essential IPP concepts. The combination of multimedia explanation and active assessment appears to support a deeper understanding of course content, aligning with best practices in student-centered and interactive learning.

The 4% of uncertain students may reflect variability in individual learning preferences or the need for further elaboration in specific areas of the content. This indicates an opportunity for continuous refinement, such as incorporating additional examples, more detailed explanations, or differentiated support for diverse learning needs. Overall, the findings demonstrate the strong impact of the ISLE approach in enhancing student comprehension of public policy, validating its role as an effective instructional strategy. While the content is largely successful in achieving its educational objectives, attention to the minority of students who remain unsure can help ensure the tool meets the needs of all learners more inclusively.

**Table 3. Is it the content of the video & quiz helping you to understand the public policy content**

Respondent	Yes	Not Sure
Students	260 (96%)	10 (4%)

Table 4 illustrates student responses regarding the effectiveness of the video and quiz content within the ISLE approach in supporting their revision of IPP material. Of the 270 respondents, an overwhelming 98% indicated that the content was beneficial for their revision, while only 2% reported that it was not helpful. This strong endorsement highlights the ISLE approach as a revision aid, suggesting that the combination of instructional videos and quizzes provides students with meaningful opportunities to reinforce their knowledge and improve content retention. The engaging and accessible format of the materials likely contributed to students' ability to revisit key concepts and prepare more confidently for assessments or class discussions.

The small proportion of students (2%) who did not find the content helpful for revision may point to individual differences in learning styles or preferences. It could also suggest areas for enhancement, such as offering greater customization of content, more detailed explanations, or additional practice questions to cater to a wider range of revision strategies. Overall, the data affirm the value of the ISLE tool in supporting effective learning and revision. The high level of student approval underscores its role in facilitating deeper engagement with the IPP curriculum and promoting independent study habits that strengthen academic performance.

**Table 4. Is it the content of the video & quiz helping you with the revision**

Respondent	Yes	No
Students	265 (98%)	5 (2%)

## CONCLUSION

The ISLE approach represents a thoughtfully developed educational innovation designed to enhance students' comprehension of public policy content. Created with the dual objectives of deepening understanding and supporting effective exam preparation, ISLE integrates a variety of interactive elements, including instructional videos, formative quizzes, and tutorial questions to promote active learning and knowledge retention. Through this multifaceted approach, students are able to engage more meaningfully with course materials, reinforcing core concepts and facilitating quicker recall. Student feedback has consistently affirmed the value of ISLE as a learning aid, particularly in the context of revision. Many students reported that the approach significantly improved their ability to review content efficiently, which positively impacted their academic performance in IPP courses. The overwhelmingly positive reception highlights ISLE's relevance and effectiveness in addressing student learning needs and underscores its role as an essential component of the instructional process. Building on the success of the initial implementation, the researcher plans to enhance ISLE further by incorporating student-suggested improvements. One proposed enhancement involves the addition of voice-over explanations to accompany video content, paired with illustrative visuals, to provide clearer explanations of complex topics and improve accessibility. In addition, the researcher intends to explore the integration of alternative revision methods, such as interactive educational games, to create more engaging and enjoyable learning experiences. These future developments aim to transform ISLE into an even more comprehensive, dynamic, and effective learning platform that supports diverse learning styles and continues to evolve in response to student needs.

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