The impact of using feedback to increase students' motivation at the University of Muslim Nusantara Al Washliyah Medan

O impacto do uso de feedback para aumentar a motivação dos alunos na Universidade de Muslim Nusantara Al Washliyah Medan

El impacto de utilizar la retroalimentación para aumentar la motivación de los estudiantes en la Universidad Musulmana Nusantara Al Washliyah Medan

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Abstract
Motivation in learning is very influential in the learning outcomes of each student. The level of motivation to learn is one of the factors that play an important role in increasing one's interest in learning. In this study the researcher tried to see the impact of using verbal and written feedback on individual motivation and interest in learning. This research was conducted descriptively with qualitative methods. Related qualitative researches are used to assist in describing common elements of various forms. Descriptive qualitative research aims to investigate detailed descriptions of people, places, or events in a setting in a qualitative approach. Data were collected from questionnaires and interviews which were distributed to 30 students of the University of Muslim Nusantara Al-Washliyah, Medan. From the results of the study, it can be concluded that the formative type of feedback is the most chosen type by students and the type of feedback from oneself that is the least chosen. One point here is that feedback is not usually neutral - it often triggers a positive or negative emotional response. In this research, we discuss positive feedback because there is no negative feedback. From the results it can be seen that the positive feedback given by the lecturer can increase student motivation. It can be seen from the interviews that have been conducted and the responses during teaching and learning in class. There is enthusiasm from students in interacting at the end of the lesson.
Keywords: Feedback; Motivation; Evaluation.

Resumo
A motivação na aprendizagem é muito influente nos resultados de aprendizagem de cada aluno. O nível de motivação para aprender é um dos fatores que desempenham um papel importante no aumento do interesse em aprender. Neste estudo, o pesquisador tentou ver o impacto do uso de feedback verbal e escrito na motivação individual e no interesse pela aprendizagem. Esta pesquisa foi realizada de forma descritiva com métodos qualitativos. Pesquisas qualitativas relacionadas são usadas para auxiliar na descrição de elementos comuns de várias formas. A pesquisa qualitativa descritiva visa investigar descrições detalhadas de pessoas, lugares ou eventos em um ambiente em uma abordagem qualitativa. Os dados foram coletados a partir de questionários e entrevistas que foram distribuídos a 30 alunos da Universidade Muçulmana Nusantara Al-Washliyah, Medan. A partir dos resultados do estudo, pode-se concluir que o tipo de feedback formativo é o mais escolhido pelos alunos e o tipo de feedback de si mesmo o menos escolhido. Um ponto aqui é que o feedback geralmente não é neutro - muitas vezes desencadeia uma resposta emocional positiva ou negativa. Nesta pesquisa, discutimos feedback positivo porque não há feedback negativo. Pelos resultados pode-se perceber que o feedback positivo dado pelo docente pode aumentar a motivação do aluno. Isso pode ser visto nas entrevistas que foram realizadas e nas respostas durante o ensino e aprendizagem em sala de aula. Há entusiasmo dos alunos em interagir no final da aula.
Palavras-chave: Feedback; Motivação; Avaliação.

Resumen
La motivación en el aprendizaje influye mucho en los resultados del aprendizaje de cada alumno. El nivel de motivación para aprender es uno de los factores que juega un papel importante en el aumento del interés por aprender.

En este estudio, el investigador trató de ver el impacto del uso de retroalimentación verbal y escrita sobre la motivación individual y el interés por aprender. Esta investigación se realizó de forma descriptiva con métodos cualitativos. Se utilizan investigaciones cualitativas relacionadas para ayudar a describir elementos comunes de diversas formas. La investigación cualitativa descriptiva tiene como objetivo investigar descripciones detalladas de personas, lugares o eventos en un entorno con un enfoque cualitativo. Se recopilaron datos de cuestionarios y entrevistas que se distribuyeron a 30 estudiantes de la Universidad de Nusantara Al-Washliyah musulmana, Medan. De los resultados del estudio se puede concluir que el tipo formativo de retroalimentación es el más elegido por los estudiantes y el tipo de retroalimentación de uno mismo es el menos elegido. Un punto aquí es que la retroalimentación no suele ser neutral, a menudo desencadena una respuesta emocional positiva o negativa. En esta investigación, discutimos los comentarios positivos porque no hay comentarios negativos. De los resultados se puede ver que la retroalimentación positiva dada por el profesor puede aumentar la motivación de los estudiantes. Se puede ver en las entrevistas que se han realizado y las respuestas durante la enseñanza y el aprendizaje en clase. Hay entusiasmo por parte de los estudiantes al interactuar al final de la lección.
Palabras clave: Retroalimentación; Motivación; Evaluación.

1. Introduction

Indicators of weakness in child protection as victims of crime recorded by the PPPA Ministry recorded at least 4,116 cases of violence against children in 2020, totaling 12,855 in Indonesia, while in East Java in assisting children as victims there was an increase in infographics totaling 2498 (in 2018), and in 2019 the number was 2963 children consist of children facing the law, children as victims, children as perpetrators, and children as witnesses in cases of rape, sexual abuse, theft, assault, murder, narcotics, murder, gambling, children with HIV, children mistreated, children as victims and children with disabilities. Some weaknesses in the application of legal regulations in the application of cost benefits for psychological recovery and social reintegration in handling cases of children as victims have not been maximally focused on fulfilling evidence in the form of visum et repertum as trial evidence (Article 13 paragraph 1 of the Criminal Procedure Code), the Government and the local government commitment to rehabilitation and reintegration The social work of children as victims in the reveral is still technically constrained by the handling that is not well integrated with the administrative procedures, both the Bapas Litmas report (community research) and the Social Worker Social Reports of law enforcement officers (police, prosecutors, courts) technically, the judge's decision should be legally binding (inkrach) to children as victims prioritizes not only imprisonment, supervision of the child welfare protection agency (LPKA), but the judge's consideration puts forward the assessment of the value of recovery losses both material and immaterial (traumatic) in the form of compensation for rehabilitation. Itation of the victim's child.

Weaknesses in the implementation of handling children as victims for social rehabilitation and integration of re-functionalization, a person is able to carry out his social functions properly in community life, in practice for child victims it requires a long process because restoring the social functioning of the victim's child is the same as rearranging the child's mental state, it needs a lot of changes. Behavior as an indicator of mental, spiritual, social and biological functioning. Social workers in the case handling process must also involve professional psychologists for counseling child victims, building social protection houses / shelters / LPKS if the emergency condition is such as when the child is pregnant and is approaching childbirth, or when the family first finds out about being a victim of sexual abuse relatives or close friends, for that matterChild protection and safety are the mainstay, many social workers experience difficulties when having to handle cases if the family and relatives reject the existence of the victim's child because it is considered a disgrace, so that the shelter or LKSA becomes a reference for placing the child until the child recovers, gives birth to the child, and often parties The institution is able to provide education when the child wants to remain at the LKSA, but social workers still find families and relatives who receive the victim's child, only social workers refer to the services needed according to each child's assessment.

The individualization of each child is truly felt by social workers, each child has its own character, including the

social environment of the family, education, peers and others so that the rehabilitation and integration process cannot be made the same curriculum with the same period of time, but the same service standards . Likewise, when one institution has its own local characteristics according to the management's human resources capacity and the facilities they have, some social workers place the child victims moving for the reasons above, and the child's resilience ability to the situation and condition of the institution and the children there.

Another weakness is that the victim's child often has multiple cases that follow it when legal handling and social rehabilitation have been completed, other difficulties are that the child does not have a family, rejects the family, the relationship is not harmonious, a broken home family, a family far from the current child, or Both parents are working abroad to become migrant workers, distance is also a weakness because if the victim's child is the victim's family, the social worker must directly check the condition of the child from house to house or periodically ask the victim's child the condition of the victim's child. or his guardian. The challenge of the social work practice process carried out by social workers for social rehabilitation includes reintegration into homework for the team in each district / city because considering that they cannot do networking / partnering alone is absolute and able to place the mandate and roles of each service provider. , law enforcement officials, social workers, families, and social institutions as well as budget support to maximize performance.

Legal protection for both the perpetrator, the victim and the community through diversion solutions, forgives and receives compensation, the perpetrator is able to realize behavioral improvements and alternative forms of sanctions that are coaching for recovery and behavior improvement. Rehabilitation policies and social reintegration of child victims using a cost benefit analysis (CBA) calculation approach with a legal psychological concept approaching a balance of psychological, social, vocational recovery and medical rehabilitation both pre-trial, trial and post-trial.

There are two things that are discussed in this research, namely the legal arrangements for and the implementation of the rehabilitation and reintegration policies for victims of crime victims. The development of the concept of "child recovery clinic" to contribute to the calculation of immaterial losses to the value of criminal losses as well as social services reports are part of the reform of child criminal law in Law No. 11 of 2012 concerning the juvenile criminal justice system (SPPA) includes consideration of the judge's decision as well as the post-trial considerations of the institution that is responsible for monitoring and evaluating the recovery of child victims in their original condition.

2. Literature Review

Feedback in an educational context information provided to students to reduce the gap between current performance and desired goals (Sadler, 1989). The main purpose of feedback is to help students adjust their thinking and behavior to produce better learning outcomes (Shute, 2008). This definition of feedback distinguishes it from other types of information that may be provided to learners such as summative evaluation or praise. Feedback is an essential component of an ideal teaching cycle. Feedback is a consequence of teaching and responding to student performance.

Usually feedback is provided by a teacher or peer, but it can also be generated on its own in response to self-monitoring of learners. Although feedback is generally considered information provided to learners to improve their performance, the feedback function is equally powerful to signal the instructor's attention to errors or weaknesses in their teaching methods that might be improved (Hattie, 2011). Especially like in a pandemic like now, feedback is really needed because students really need it. Why feedback is important in online teaching is because feedback is widely touted as one of the most important elements for promoting successful student learning (Brown, & Cocking, 2000). Decades of research on the topic of feedback have supported this view and perceived it as one of the most effective methods to improve student achievement.

The effectiveness of feedback was found to be mediated by many factors. Successful feedback interventions must consider learner, instructional, and structural characteristics in order to avoid ineffective or even detrimental effects on student outcomes (Narciss & Huth, 2004). Verbal feedback is an effective tool used by teachers with the aim of increasing individual grade levels. The main advantage of verbal feedback is that it can be given directly to students by the teacher after or during lessons. Sometimes it is possible to provide verbal feedback during the lesson. Since verbal feedback is based on the spoken word, the feedback given to students must also be clear and concise; otherwise the feedback process will be negatively affected. Learning sources are teachers and learning materials in the form of reading books or the like.

The next definition of learning resources is all resources that can be used for the benefit of the learning process, either directly or indirectly, outside the learners who complete themselves during the learning process. Written feedback can be a powerful tool to help students progress in their learning. However, if we bombard students with too much feedback, students will feel unmotivated to write, students will feel hopeless to try to write. Written feedback has the advantage that students can refer to it or correct it repeatedly. With verbal feedback, students may forget what was said.

Some techniques for effective written feedback:

1. Incorporate feedback among what students did well in terms of standards.
2. Focus on one or two critical aspects only. Don't comment on the fifth.
3. Word processes the comments so students can read them
4. Convey the input in speech that students can understand.
5. Instead of telling, ask questions
6. Be positive or neutral, never negative
7. Be very concrete about what students need to do to develop.
8. Review the written feedback notes for students to see if you need to carry out instruction that focuses on the whole class, small group, pairs or individuals.
9. Give students the opportunity to rework their work.

Motivation has been widely accepted by teachers and researchers as one of the key factors influencing the rate and success of second or foreign language learning. Motivation provides the primary impetus to initiate learning and then becomes the driving force to sustain the long and often tedious learning process; indeed, all of the other factors involved in an acquisition presuppose motivation to some extent.

Without sufficient motivation, even individuals with extraordinary abilities cannot achieve long-term goals, and a suitable curriculum and good teaching are not sufficient to ensure student achievement. On the other hand, high motivation can make up for considerable deficiencies in both language skills and one's learning conditions. In their research work, Gardner and Lambert (1972) emphasize that, although language aptitude accounts for the majority of individual variability in language learning achievement, motivational factors can override the effects of talent.

3. Research Method

This research was conducted at the Muslim Nusantara Al-Washliyah University, in the English Language Education study program, FKIP. The period of research activities was in the even semester of the 2020/2021 academic year. This research was conducted descriptively with qualitative methods. Qualitative research is concerned to assist in describing the common elements of the various forms of qualitative methods.

Creswell (2014) says that descriptive qualitative research aims to investigate detailed descriptions of people, places, or

events in a setting in a qualitative approach. This means that this research does not intend to seek new theories, but to seek new evidence through the truth of certain theories. This research analysis is supported by literature study references. This method is done by selecting theories, sources, from relevant books and journals that support the research analysis. Data were collected from questionnaires and interviews which will be divided among 30 students.

Data collection techniques in this study employed questionnaires, interviews and observations.

1. Questionnaire; used to determine student responses to the feedback they choose and the reasons behind their choices. The questionnaire is calculated based on a Likert scale, the statement submitted is a positive statement. These statements were assessed by the subject by strongly agreeing, agreeing, disagreeing, and strongly disagreeing. The Likert scale used is in the form of a checklist and scores on student answers.

2. Interview; A research interview involves the interviewer, who coordinates the conversation process and asks the questions, and the interviewee, who responds to the question. Interviews are an appropriate method when there is a need to gather in-depth information about people's opinions, thoughts, experiences and feelings.

3. Observation that is applied is participatory observation, where appropriate observation is participatory observation. Participatory observation by involving researchers (as direct observers) and students in daily activities both in class and in the environment

4. Results and Discussion

To achieve the research objectives, researchers analyzed data systematically and accurately. Data were analyzed to draw conclusions about the objectives of the study. Researchers describe the results as follows.

Every learning process has implemented feedback. From the observations it can be seen that the teacher giving feedback means giving students an explanation of what they did right and wrong. However, the focus of feedback should basically be based on what students did right.

Student learning is most productive when they are provided with explanations and examples of what is accurate and inaccurate about their work. The table below lists the types of feedback chosen by students.

Table 1. Type of Feedback.

Type of feedback	Frequency (n=30)	Percentage (%)
Summative	11	36.6
Peer Feedback	6	20
Oneself	1	3.4
Formative	12	40
Total	30	100

Source: Authors.

There are four different types of feedback found on this study, namely; summative, peer feedback, oneself, and formative. The table above is the calculation result of which type of feedback the student chooses. From the table above, it can be seen that the formative feedback type is the most preferred with a frequency of 12 and a presentation of 40%. The second most widely chosen by students is the type of summative feedback with a frequency of 11 and a presentation of 36.6%. The third place is peer review with a frequency of 6 and a presentation of 20%.

Figure 2. Type of Feedback.
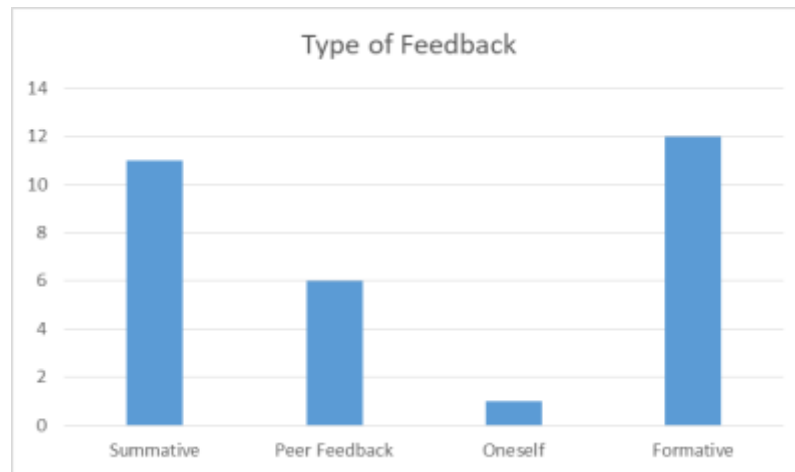
Source: Authors.

This result is also portrayed in the above figure which showcases the same finding as in the table. The last one that has the least is oneself feedback with a frequency of 1 and 3.4%. The purpose of formative assessment is to monitor student learning to provide ongoing feedback that instructors can use to improve their teaching and by students to enhance their learning. Therefore, formative feedback is best given at the start of the course, and before summative assessment. Formative feedback helps students to improve and prevents them from making the same mistakes again. In some cases, feedback is required before students can progress, or feel able to progress, to the next stage of assessment. A response from students who were asked why they prefer formative feedback "I feel rude if I ask or ask to be corrected while the teacher is still talking, after all, at the end the teacher will always open a discussion session where I can freely ask about things I don't understand."

The purpose of summative assessment is to evaluate student learning at the end of the learning unit by comparing it with several standards or benchmarks. Therefore, summative feedback consists of detailed comments related to a particular aspect of their work, explaining clearly how the value was derived from the given criteria and additional constructive comments on how the job could be improved. A response from a student who was asked why they prefer summative feedback "If I don't ask or don't ask to be corrected right away I think I'll end up forgetting." Teachers no longer need to be the only experts in a subject.

With basic instruction and ongoing support, students can learn to provide quality feedback, which is highly valued by their peers. Giving students regular opportunities to give and receive peer feedback enriches their learning experience and develops their professional skills. A response from students who were asked why they prefer peer review feedback "I am embarrassed if I have to ask questions or ask to be corrected by the teacher. Better with friends only"

From the results of observations, the types or types of feedback taught when the course took place were very diverse, all depending on the conduciveness when the subject took place. Some things also become a factor is the activeness of students in the teacher's attitude. For example, students who take the initiative immediately ask when the teacher is trying to explain. Here from the observations it can be seen that the student is trying to get summative propeller feedback. But there are also those who wait until the teaching process is complete and then ask questions afterward, this is formative feedback. Furthermore, there are also those who try to ask friends instead of asking questions with the teacher. They discuss on their own benches. This is Peer Review type feedback. It can be concluded that three of the 4 types of feedback are given in the classroom or during the learning process.

Providing feedback helps increase student motivation. From the results of the interviews that were obtained, some

students agreed that providing feedback could increase their motivation to learn. This is called positive feedback. When giving feedback, it is important that after reading a student should have a positive attitude about how the feedback feels. This is considered a process of motivating students to take advantage of the feedback they receive.

Feedback should not discourage students in any way. The teaching role here is also very important. It is important to draw students' attention to the less successful parts of an assignment; however, the teacher must be careful about giving 'feedback'. Thus the teacher can increase student motivation by presenting feedback in a positive way.

The effectiveness of feedback in the learning process is arguably quite effective. From the observations it can be seen that the learning process becomes active when students are active in asking questions and asking for corrections. The ultimate goal of feedback is to increase motivation to learn. During feedback, teachers have the opportunity not only to provide direction for students, but to teach them, through explicit modeling and instruction, self-assessment skills and goal setting, leading them to become more independent in learning.

To help students achieve autonomy, teachers can explicitly identify, share, and clarify learning goals and success criteria. It can be concluded that the satisfaction of getting feedback from the teacher provides its own motivation for students if the feedback is positive and does not suppress students. Feedback will be very useful and if it contains constructive suggestions for students.

5. Conclusion and Suggestions

From the results of the study, it can be concluded that the formative type of feedback is the most chosen type by students and the type of feedback from oneself that is the least chosen. One point here is that feedback is not usually neutral - it often triggers a positive or negative emotional response. In this research, positive feedback is discussed because there is no negative feedback. From the results it can be seen that the positive feedback given by the teacher can increase student motivation.

It can be seen from the interviews that have been conducted and the responses during teaching and learning in class. There is enthusiasm from students in interacting at the end of the lesson for example. Feedback is given to find out the shortcomings or weaknesses of students so that it is something that must be done in the learning and teaching process.

From the observations, the teachers only provide feedback without explaining how important the feedback is to students. The suggestion that can be given is that it would be nice if the understanding of feedback is also given to students so that they understand that they can also correct themselves and ask friends or even from the teacher.

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