FEED BACK STRATEGY AS AN ALTERNATIVE LEARNING STRATEGY: IMPLEMENTATION AND CHALLENGE.

Tiara Eliza
Palembang University
Tiaraeliza90@gmail.com

Melli Hariani
Palembang University

Abstract: Nowadays, thedevelopment of technology and learning system have been rapidly increasing and changing as the educators are challenged how to be creative in findinga new strategy in learning and teaching process. It willguide the students to get optimal progress in learning outcomes. There are various ways in learning strategies that are applied by the educators which usually they spend much time in designing high quality learning tasks, creating engaging activities and relentlessly pursuing better classroom routines and behavior management. All of these elements are considered in achieving learning outcomes while there is another essential element that the educators often do not plan for or evaluate. The essential element is a feedback. Therefore, this paper is intended to be one of the references in developing teaching learning strategies to achieve an optimal learning outcome inlearning and teaching process. This studyused descriptive qualitative analysis. The result of this study indicates that the feedback strategy provides positive results in achieving learning goal and outcome.
Keywords: Feedback Strategy, Implementation, Challenge

A. Introduction

In general, strategy is a fairly popular concept since ancient times until now. We often hear the concept of strategy as general discussion, where strategy is a way, steps that are formulated carefully before doing something in the hope of getting maximum results. In this case, if we associate teaching and learning strategies or learning, what is meant by teaching and learning strategy is a method designed by the instructor in order to achieve the desired results or in other words the strategy / method used in teaching students to learn optimally so that optimal learning outcomes. This is intended as a pattern established by teachers before teaching in order to get maximum results.

This is consistent with the opinion of Sudjana (1989) who said that the teaching-learning strategy is an act of the teacher carrying out a teaching plan, namely the teacher's effort in using several teaching variables (objectives, methods, tools, and evaluations) in order to influence students to achieve the stated goals . Then Sunhaji (2008) also revealed that learning strategies are ways that will be chosen and used by a teacher to deliver learning material so that it will make it easier for students to accept and understand learning material, which ultimately can be mastered at the end of learning activities. Therefore teaching and learning strategies are a number of steps

that are engineered in such a way (by educators) to achieve certain teaching goals (Pupuh and Sobri, 2009).

Based on the description above we can interpret that teaching and learning strategies are so important for teachers to formulate before carrying out learning, and need to do a rearrangement if it is not in accordance with class conditions, class situations, characteristics of students encountered and the material to be taught because as we know the task The main of educators is to guide students to get optimal learning outcomes, while they have different characteristics / ways of learning to be able to understand the material that has been delivered. In overcoming this situation, teachers / educators are expected to have the ability to choose the right strategy to achieve the specified goals. Therefore, this paper discusses a feedback strategy that can be used as an alternative teaching strategy that can be used by educators / instructors in implementing the learning process.

B. Feedback Strategies as a Teaching Method

According Windarsih (2016) feedback is a way that is done by educators to help students in understanding a learning by responding to the results of a learning that is done until the students master the material that has been delivered. This is done because remembering students are individuals who have different abilities in understanding the lesson. Some are fast, some are slow. Different intelligence factors become one indicator in the smoothness of following the teaching and learning process. Different abilities result in time to achieve different learning objectives. To overcome these differences we need the right teaching method. Teaching methods as a strategy in achieving teaching and learning objectives must be chosen and determined before teaching and learning activities are held.

In this case, the educators can determine more than one teaching and learning objectives by using several teaching methods. In practice educators often make a combination of several teaching methods to facilitate the achievement of teaching and learning goals. One of them is by using a feedback strategy. Feedback (feedback) is the provision of information obtained from tests or other measuring instruments to students to improve the achievement of learning outcomes (Suke, 1991 cited by Windarsih, 2016).

Related to this, Irons (2008 cited by Haryoko, 2011) suggested that feedback is any information, process or activity undertaken to accelerate student learning based on the results of student development assessments. While Hattie & Timperley, 2007 says that feedback is one of the most powerful influences on learning and achievement. From the results of existing studies illustrate that a positive correlation between alignment of students' ability to understand the material with the use of effective feedback. Provision of timely feedback will greatly affect the teaching and learning process to be more effective (Steven and Levi, 2005). Therefore it is very important to implement a feedback strategy in learning activities that are events that can provide certainty to students and educators that learning activities have or have not reached the goal.

C. The Implementation of Feedback Strategies

In accordance with Minister of National Education Regulation No. 41 dated November 23, 2007, the Education Process Standard in detail consists of a pattern of preliminary activities, core activities, and closing activities. The same process was also stated by Dick and Carey (1994) which stated that there were 5 components of learning strategies, namely (1) preliminary learning activities, (2) information delivery, (3) student participation, (4) tests, and (5)) follow-up activities.

Through the two processes outlined above the implementation of the feedback strategy in this case is carried out in closing activities or further activities. Activities known as follow-up from the results of activities that have been carried out are often not carried out properly by educators.According to Roper (quoted by Windarsih, 2016) the implementation of feedback can be divided into four levels:

Level 1: Feedback in the form of false or correct information. In this case the form of activity is the implementation of tests or quizzes conducted at the next meeting which is a week after giving the material. The quiz is usually done the first 15 minutes before starting the next material. The form of the implementation of this test can be done verbally or in writing. After completing the test, then the test results will be returned to all students.

Levels 2 and 3: Feedback in the form of giving correct answers and explanation added. In the implementation of feedback at levels 2 and 3, educators and students together discuss the test results. Educators correct, give correct answers and add explanations to the test material, on the other hand the students are also given the opportunity to correct the wrong answers. After that, students are given an assessment of their respective test results.

In implementing this feedback 3 implications can be formulated namely:

1. Assessment from the educator's point of view, after 3 times the test / quiz will provide a prediction / assessment to the educator regarding the percentage of student understanding whether it has reached the graduation standard or not. In other words the results of the test / quiz will be an evaluation for the instructor / educator because the results obtained can show mastery and understanding of the material that was delivered last week. This is in accordance with the benefits of implementing a feedback strategy as expressed by Suherman (1998, cited by Windarsih, 2016) namely the application of feedback can encourage educators to assess the relevance of learning aspects to the level of students' ability to master teaching / material as determined in the learning objectives.
2. Assessment from the perspective of students. The assessment in question is the results of the test / quiz can be a measure and prediction of midterm scores that will be obtained by students. The same was stated by Suherman (1998 cited by Windarsih, 2016) regarding the benefits of implementing a feedback strategy that can help students to assess abilities that they cannot see and feel for themselves.
3. Provide motivation, reinforcement or punishment and reward (harsono (1988), apruebo (2005) cited by Windarsih (2016) After students get a picture of their ability it will be a driving force or motivation for students who still feel they have not reached the standard

score, they will be encouraged to be even better in the next test, then students will also be given a penalty if their test scores cannot reach the standard. this is optional or depends on the instructor.Giving the punishment will automatically also be given an award.The implementation of this award can be in the form of giving value to students who reach the graduation target set before the test.

Note 4: Feedback at level 4 is given additional teaching or concepts to strengthen. After the instructors or educators know the predictions about the assessment and understanding of students about the material that has been delivered then in this case it is very important the teachers / educators immediately take anticipatory action including creating and determining learning groups based on categories of students' level of understanding by implementing a system group learning that is held outside of teaching and learning hours. The teacher / educator selects and organizes study groups which will be filled by 1 or 2 peer mentors. The peer mentor in question is one of the students who have a better understanding of the material from the class in question or from other classes. The role of peer mentors here is very important, namely as a guide, supervisor and substitute while the instructor during group learning takes place. On the other hand Educators / teaching staff have also prepared practice questions and distributed them to each group. In this case the educators / teaching staff must prepare and provide time to control and guide each group if students encounter difficulties. In practice the application of this strategy provides significant results in achieving learning goals that have been planned and determined both academically and psychologically between educators and students.

D. Challenges for Educators in Implementing Feedback Strategies

After discussing the application of feedback in its implementation there are also some obstacles or challenges during the implementation process. The obstacle or challenge in question is the time outside the teaching hours that must be provided by the instructor / educator. In this case the educator must be willing to give or provide time and energy both in providing practice questions or attending the group meetings that have been formed. On the other hand educators must also continue to control and continue to oversee each group through peer mentors, whether the learning process in each group runs as expected or not. Educators are also expected to be able to establish good communication with mentors or group members because the instructor will control each group through peer mentor reports. The next challenge or obstacle is the lack of peer mentors who will be mentors in each group or it is possible for educators / teachers not to find mentors that are considered appropriate. The next challenge is the educator / instructor must create or provide test / quiz questions that will be held every week on the teaching schedule. Next is that there will be a number of students who have a low level of understanding so that sufficient time is needed to overcome them. Then there will be students who are ignorant / unconcerned about all teaching and learning activities in the classroom. Then there will be students who lack the motivation to learn.

E. Conclusion

Learning strategies are one of the most important parts that must be arranged and determined before starting the teaching and learning process. A good learning strategy will determine good learning outcomes. In this case the feedback strategy can be one of the choices used in the teaching and learning process because the strategy emphasizes the evaluation aspects and tests of understanding the material at the end of teaching. On the other hand also between the two objects of the teaching and learning process that is the students and educators must collaborate and have sufficient ability, time and commitment in realizing the maximum teaching and learning process to achieve the goals or objectives of teaching and learning that have been planned and determined.

References

Dick, W & Carey, L. 1994. *The Systematic Design of Instruction.* New York: Harper Collins.

Haryoko, S. 2011. Efektivitas Strategi Pemberian Umpan Balik Terhadap Kinerja Praktikum Mahasiswa D-3 Jurusan Teknik Elektronika. *Jurnal Cakrawala Pendidikan.* Vol.30 No.1. pp. 103-115.

Hattie, J. and Timperley, H. (2007). The power of feedback. Review of Educational Research, *77*(1), pp. 81-112.

Irons, A. 2008. *Enhancing Learning through Formative Assessment and Feedback.* USA and Canada: Routledge Taylor & Francis e- Library.

Peraturan Menteri Pendidikan Nasional Nomor 41 Tahun 2007 Tentang Standar Proses pendidikan.

Pupuh dan Sobri, 2009. *Strategi Belajar Mengajar.* Bandung: PT Reka Jaya. Sudjana, N. 1989. *Dasar-Dasar Proses Belajar-Mengajar.* Bandung: Sinar Baru.

Stevens, D.D., Levi, A. 2005. *Introduction to Rubrics*: an Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning. Canada**:** Stylus Publishing, LLC.

Sunhaji. 2008. Strategi Pembelajaran: Konsep dan Aplikasinya. *Jurnal Pemikiran Alternatif Pendidikan*. Vol.13. No.3. pp 474-492.

Windarsih, C. A. 2016. Aplikasi Teori Umpan Balik (*Feedback*) Dalam Pembelajaran Motorik Pada Anak Usia Dini. *E-Journal STKIP Siliwangi*. Vol.2. No.1. pp.20-29.