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## The Effect of Providing Feedback on Student Achievement

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### Keywords:

*influence,  
 feedback,  
 learning achievement*

### Abstract

Student learning outcomes can be used as a benchmark to assess whether a school's education is successful. While learning outcomes are influenced by various factors, one of which is the provision of feedback by an educator in the learning process. An educator does this to create a fun and interesting classroom environment so that students can hone their creativity in thinking, which will impact increasing student learning outcomes. The results of this study concluded that there was an effect of providing feedback on student learning outcomes. This is evident from hypothesis testing using the regression formula obtained results of 0.35. So in this study, the alternative hypothesis ( $H_a$ ) is accepted, and ( $H_o$ ) is rejected, with a low level of relationship. Then, look for the effect of providing feedback using the simple regression formula with the result  $y = 0.066 + 0.298x$  in influencing student learning outcomes. Furthermore, from the calculation of the coefficient of determination for the effect of giving feedback, it has a contribution or influence of 1.26%. Then the rest is influenced by other factors, such as internal and external factors. Based on the explanation above, it can be concluded that the effect of providing feedback on student learning outcomes is low.

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### Introduction

Education is a human effort to humanize others. At first glance, these words sound very inappropriate, but if you look closely, they will certainly give a special color to those who read them because education is a process of changing human behavior from bad to good and from good to better human beings. Because education is a process of change, the development of humans into adults is carried out through teaching, coaching, and training.

Teaching is a process of transferring knowledge from educators to students. In other words, teaching is the effort of a teacher to convey the knowledge he has to students through a teaching and learning process that takes place at a certain time and place as a process that influences one another. While coaching is an effort made by someone to empower others through guidance and direction activities through formal and non-formal education so that it is expected to obtain better results. While training is a learning process that is carried out in a planned and open manner to improve and modify one's skills through learning experiences.

Learning according to Wina Sanjaya in Andi Setiawan (Setiawan, 2017) is a process of a person's mental activity in interacting with his environment so as to produce positive changes in behavior both changes in knowledge, attitude, and psychomotor aspects. Whereas learning according to (Fahri & Qusyairi, 2019) is a process of interaction of students, educators and learning resources in a learning environment. In the learning process, it is hoped that there will be good social interaction between teachers and students so as to create a comfortable, conducive and enjoyable learning environment. The role of the teacher as an educator is not only to provide knowledge to students, but also to create an exciting learning atmosphere that requires students to always be enthusiastic about learning. The teacher as a motivator is expected to always provide motivation to students so that students can create creativity during the learning process in an effort to develop their potential.

In addition, there are several things that need to be considered in the teaching and learning process, one of which is the interaction or reciprocal relationship between students and teachers. For example, smooth interaction and communication between teachers and students will provide teachers with an understanding of students' needs in the learning process. By knowing the needs of students, teachers can provide learning according to their needs. The need for love, security, and respect is a basic need for students. Students always want to be noticed by every teacher. Furthermore, students also want to get a sense of security in the learning process. The form of feeling safe is the absence of violence and shouting or *bullying* either from teachers or friends. Then, another student need is the need for appreciation. This requires providing feedback from the teacher to all student achievement.

During the learning process, students are expected to receive learning material well. Instead the teacher in delivering learning material must pay attention to the condition of students. Using interactive and appropriate teaching methods so that students can easily understand learning material even though students have different characters and backgrounds. The background is meant either in the form of cultural background, customs (customs), family environment, and other social environments. Besides using appropriate teaching methods, teachers also need to create a fun learning atmosphere and optimize the use of feedback that can attract students' attention to be more enthusiastic about learning, so it is hoped that later student achievement will increase. In other words, providing feedback is used to attract students' attention to respond and pay attention to the learning material delivered by the teacher.

Providing feedback serves as an evaluation tool to measure the achievement of a goal to be achieved through learning activities and to improve the quality of teaching for teachers and students (Uzer, n.d. 2016). So between feedback and student learning achievement is very closely related, because of the gift feedback in the learning process will make it easier for teachers to provide understanding and see the level of understanding of students. Feedback generated by students is actually very dependent on or originates from students' efforts to absorb the lessons conveyed by the teacher to improve their learning achievement.

Learning achievement is the learning outcomes obtained by students after the teaching and learning process occurs. Learning achievement can also be expressed as a change in behavior in a person that can be observed and measured in the form of knowledge, attitudes and skills. These changes can be interpreted as an increase and development that is better than before and those who do not know become aware (Hamalik, 2006).

Learning outcomes can be interpreted as the maximum results that have been achieved by students after experiencing the teaching and learning process in studying certain subject matter.

Learning outcomes are not absolute in the form of grades alone, but can be in the form of changes or improvements in attitudes, habits, knowledge, tenacity, fortitude, reasoning, discipline, skills and so on that lead to positive changes. Learning outcomes show the actual abilities of students who have experienced a process of transferring knowledge from someone who can be said to be mature or has less knowledge. So with the learning outcomes, people can find out how far students can catch, understand, have certain subject matter. On this basis educators can determine better teaching and learning strategies (Febriana, 2021).

## **Method**

This type of research is a quantitative analysis research that aims to calculate how much influence giving feedback as the independent variable (x) on student achievement as the dependent variable (y). Research data in this study were obtained from questionnaire data for data, while for learning achievement data obtained from document data on student learning outcomes at MIN 8 West Aceh. This research was conducted at MIN 8 West Aceh which is located on Cot Lawang Street, Drien Rampak, Johan Pahlawan District, West Aceh Meanwhile, the population in this study were all students at MIN 8 West Aceh. The sampling technique used in *ispurposive sampling* where the author sets class V.e as a research sample. The number of students in class V.e is 37 students.

Data collection techniques used are questionnaires, interviews, and documentation. The questionnaire used is a Likert scale questionnaire. Students are asked to respond to all statement items made with answer choices a) strongly disagree, b) disagree, c) disagree, d) agree, and e) strongly agree. Interviews were conducted with school principals and teachers with the aim of cross-checking data so that the data collected was truly valid and accountable. Meanwhile, documentation data in the form of data on student learning outcomes was obtained from the homeroom teacher of V.e. While the data analysis technique used is the Simple Regression Analysis technique using SPSS version 16.00. Regression data analysis is used to find out how much influence giving feedback has on student achievement. Before the regression test was carried out, the validity and reliability test of the questionnaire was first carried out. The validity test was carried out to measure the validity (accuracy) of the questionnaire. While the reliability test was carried out to determine the consistency level of the questionnaire used in obtaining research data.

## **Findings**

### **Validity Test**

The validity test was carried out using the SPSS 16.0 application with correlation *Bivariate Pearson* (Pearson's moment product) which is to correlate each statement item score with its total score so that it will provide support to determine the validity of each statement item. The formula for knowing whether each item is valid or not is if  $r_{count} \geq r_{table}$  (correlation *2-tailed* with sig. 0.05) then the item is declared valid (can collaborate significantly with the total score). The results of the validity test analysis are as illustrated below:

|    |                     | Correlations |        |      |        |        |       |      |       |        |       |        |        |        |        |        |        |        |        |        |       |       |
|----|---------------------|--------------|--------|------|--------|--------|-------|------|-------|--------|-------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-------|-------|
|    |                     | x1           | x2     | x3   | x4     | x5     | x6    | x7   | x8    | x9     | x10   | x11    | x12    | x13    | x14    | x15    | x16    | x17    | x18    | x19    | x20   | X     |
| x1 | Pearson Correlation | 1            | -.002  | .212 | .113   | .175   | .086  | .178 | -.013 | .375*  | -.104 | .461** | -.016  | .179   | .323   | .061   | .314   | .021   | .230   | .112   | -.062 | .389* |
|    | Sig. (2-tailed)     |              | .993   | .209 | .506   | .300   | .613  | .291 | .938  | .022   | .542  | .004   | .927   | .290   | .051   | .720   | .058   | .901   | .171   | .510   | .714  | .017  |
|    | N                   | 37           | 37     | 37   | 37     | 37     | 37    | 37   | 37    | 37     | 37    | 37     | 37     | 37     | 37     | 37     | 37     | 37     | 37     | 37     | 37    | 37    |
| X  | Pearson Correlation | .389*        | .501** | .017 | .611** | .453** | .360* | .234 | .301  | .452** | .301  | .503** | .491** | .688** | .644** | .525** | .478** | .625** | .630** | .683** | -.054 | 1     |
|    | Sig. (2-tailed)     | .017         | .002   | .922 | .000   | .005   | .029  | .163 | .070  | .005   | .071  | .002   | .002   | .000   | .000   | .001   | .003   | .000   | .000   | .000   | .752  |       |
|    | N                   | 37           | 37     | 37   | 37     | 37     | 37    | 37   | 37    | 37     | 37    | 37     | 37     | 37     | 37     | 37     | 37     | 37     | 37     | 37     | 37    | 37    |

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\* Correlation is significant at the 0.01 level (2-tailed).

The r table value for  $n - 2$  with a significance level of 0.05 is 0.3246, so it can be concluded that there are 5 invalid statement items, namely; item numbers 3, 7, 8, 10, and 20. The remaining 15 items are declared valid.

### Reliability Test

The reliability test was carried out to measure the statement items used in the research instrument to be reliable (consistent). The results of the reliability test are compared with the significance level used, which is 0.5 with the provision that:

- If value *Cronbach's alpha* > significant level, then the instrument is said to be reliable.
- If value *Cronbach's alpha* < significant level, then the instrument is said to be unreliable

| Reliability Statistics |            |
|------------------------|------------|
| Cronbach's Alpha       | N of Items |
| .783                   | 20         |

From the results of the reliability test with SPSS above, it can be seen that the value *Cronbach's alpha* of 0.783. Thus it can be stated that the research instrument used has high consistency (reliable) because of the value *Cronbach's alpha* is above the significance level.

### Discussion

*Feedback* is the provision of information obtained by students to improve or increase their learning achievements/results (Mustakim, 2017). Based on this, providing feedback from the teacher to the teaching and learning process of students is very important because it can function to improve student learning interest. The conditions or circumstances of the students as well as the teaching situation determine the success of the effort to provide feedback. Things that must be considered in giving feedback are the condition of students during learning, the subject matter to be conveyed and the condition of students.

Feedback can provide information to students regarding the learning material they have mastered, so that students can automatically find out the progress of their learning. Conversely, by giving feedback students can also find out deficiencies/failures in the learning process they are following. Thus students can correct deficiencies/errors conveyed by the teacher in the learning process in the future.

Another opinion about feedback is as conveyed by Abuddin Nata in his book "Islamic Perspectives on Learning Strategies": Feedback is the psychological condition of students and teachers that occur in teaching and learning activities which can be seen in attitudes, movements, responses, and other changes that occur in teachers and students (Nata, 2014). This is in line with

what was conveyed by Sadler (1989) in (Asnawi et al., 2022), Feedback in the educational context is information provided to students to reduce the gap between current performance and desired goals.

Furthermore, the purpose of giving feedback is to help students understand more deeply the learning process and understand the information and learning experiences that were conveyed by the teacher. Shute (2008) in (Asnawi et al., 2022) states that the main purpose of feedback is to help students adjust their thinking and behavior to produce better learning outcomes.

Whereas in the opinion of Wahyudi and Sari: Feedback is the response that educators give to their students regarding whatever things are done by students, which can motivate students, provide reinforcement, and make students develop their abilities more with the aim of achieving a better result. optimal (Wahyudi & Sari, 2016). Feedback can also be interpreted as providing information obtained from tests or other measuring instruments to students to improve or increase their achievement or learning outcomes (Khuluqo, 2017).

According to Ni'mah (2016) in (Mudjiwanti, 2022), Through this feedback it can also be known whether students have been able to continue learning with the next material or not. If students do not understand certain parts of the lesson that has been delivered, the teacher must repeat the explanation again until students understand and understand it. So feedback is very important in the teaching and learning process.

From the several definitions above, the author can explain that feedback is a response given by the teacher to students so that there is interaction between the two which is useful for motivating students when the learning process takes place. For a teacher, with feedback he can find out how far the material being taught has been mastered by students. Meanwhile for students, feedback can stimulate learning to be more active and enthusiastic.

Active and enthusiastic student responses in the learning process illustrate the occurrence of a good interaction process between teachers and students. Teachers can stimulate student learning by using active, innovative, and fun learning models or techniques. Teacher can also be interpreted as *role model* for students, so that whatever the teacher does will be an example for his students. Using appropriate learning techniques with *role model* fun will make the teaching and learning process more active.

### **Forms of Giving Feedback**

There are several forms of giving feedback that are used by the teacher. On this occasion, the author only conveys four forms, namely:

- a. *External feedback* received directly by the communicator from the communicant. For example, giving facial expressions, gestures, in the form of behavior or in the form of sound during the communication process;
- b. *Direct feedback* or *Immediate feedback* in a communication, the communicant moves one of his limbs. For example, students will raise their hands when they are about to ask the educator when what the educator conveys is not understood, and give appreciation in the form of applause;
- c. Inferential feedback received in mass communication which is concluded by the communicator himself even though it is indirectly but quite relevant to the message conveyed. For example concluding questions given by several students;
- d. Positive *feedback* namely the communication conveyed by the communicator to the communicant gets a positive response, for example with the acceptance of the

message conveyed. Examples of students carrying out what was ordered by the teacher during the teaching and learning process such as taking notes, doing assignments, being responsive when asked, listening and paying attention when the teacher was teaching.

Feedback occurs when the teaching and learning process takes place so that there is reciprocal interaction between the teacher and students.

### **Benefits, Purpose, and Giving Functions *Feedback***

The benefits of providing feedback from the teacher to students as presented below by several education experts include, according to Wahyudi and Sari the benefits of feedback, namely to foster confidence in the students themselves, so that students are able to be aware of their weaknesses and strengths ( Wahyudi & Sari, 2016). Abuddin Nata (Nata, 2014) also mentions that feedback It also has several goals and benefits, namely:

- a. Activate all individuals involved in learning activities;
- b. Is an arena that provides an opportunity to express opinions, suggestions, criticism and other input that is constructive, as well as discuss between a problem that is faced together;
- c. As an opportunity to recognize oneself and others, by assessing oneself and others;
- d. Know your own weaknesses and push to improve;
- e. Open attitude towards others;
- f. Develop self-confidence;
- g. Fostering cooperation;
- h. It is a joint effort to improve teacher skills;
- i. Can be used as material for educational practice research.

In addition, the benefit of feedback is to narrow the gap between existing understanding and learning objectives. According to Kardi and Nur (Kardi & Nur, 2000), to provide effective feedback to a large number of students, several guidelines can be used which should be considered, as follows:

- a. Provide feedback as soon as possible after practice;
- b. Strive to keep feedback clear and specific;
- c. Give praise and feedback on correct performance;
- d. Help students focus on the process and not on the results;
- e. Teach students how to provide feedback to themselves, and how to assess the success of their own performance.

Next umpan back according to Syaiful Bahri and Aswan Zain (Syaiful & Aswan, 2006) has three main functions, namely informational, motivational, and communicational.

- a. Informational Function

Tests as a means of assessing student achievement/outcomes are examined according to certain predetermined criteria. The test results thus provide information about the extent to which students have mastered the material they receive in the teaching and learning process/activities. Based on this information, feedback in the form of enrichment or improvement can be sought.

The information provided in the feedback is divided into five levels, namely:

- 1) No feedback;

- 2) Feedback is in the form of information regarding the wrong or correct answers given by students;
  - 3) Feedback in the form of information about the correctness of the answer plus showing the correct answer (knowledge of the correct response or KCR);
  - 4) KCR + explanation; And
  - 5) KCR + additional teaching.
- b. Motivational Function
- Motivation can be interpreted as an encouragement that allows students to act or do something. This encouragement can only appear in students when students feel they need it (*need*). Students who feel the need will move by themselves to meet their needs. By providing feedback, the test can simultaneously function as a motivator for students to learn. However, sometimes teachers use impromptu tests as an excuse to motivate students in learning.
- c. Communication Function
- Providing feedback is communication between students and teachers. The teacher conveys the results of the evaluation to students, and with students discusses efforts to increase or improve it. Thus, through feedback students know where their weaknesses are, and alone or with the teacher react to these results. Repair usually includes the following activities:
- 1) Repeat the whole subject;
  - 2) Repeating part of the subject to be mastered;
  - 3) Solve problems or solve problems together;
  - 4) Give special assignments.

According to Adi W. Gunawan in his book *Genius Learning Strategy* in Badriyah (Badriyah, 2010) how to provide correct feedback is as follows:

- a. Feedback must be corrective;
- b. The teacher not only tells the wrong answer but also tells the right answer;
- c. Feedback must be given in a timely manner;
- d. Feedback given immediately after the exam will lead to good results;
- e. Feedback must be specific and refer to certain criteria. Optimal feedback is feedback based on a specific level of knowledge or expertise;
- f. Students can provide feedback for themselves;
- g. Positive feedback that gets negative feedback.

### **Learning achievement**

According to Slameto quoted by Rosyid et al, (Rosyid et al., 2019) Learning is a process of effort by a person to obtain a new change in behavior as a whole, as a result of his own experience in interacting with his environment. Learning is a complex process which contains several aspects including knowledge (cognitive), attitude (affective), and skills (psychomotor).

The learning process occurs simultaneously with the teaching process because the teaching and learning process is the process of interaction between the teacher (as a teacher) and students (as students). It can be understood that, if someone is learning, of course someone is teaching him, and vice versa if someone is teaching, of course someone is learning. From this teaching and learning process a result will be obtained, which is generally called learning outcomes. But in

order to obtain optimal results, the teaching and learning process must be carried out consciously and deliberately and well organized (Sudirman, 2011).

Learning can be said as a process meaning that in learning there will be an increase in the amount of knowledge, the ability to remember and reproduce, there is the application of knowledge, inferring meaning, interpreting and associating with reality, and there is a change as a person (Siregar & Nara, 2010). That is why, in the learning process, the role of the teacher as a guide and facilitator for students must be maximized so that the learning process is directed. The learning process must be sought to be carried out effectively so that changes in student behavior caused by learning processes occur maximally.

Learning achievement is the learning result that is achieved when following, doing assignments and learning activities at school (Sutrianah, 2022). Learning achievement is a result that can be shown by a person or group of people from the learning activities carried out and expressed in numerical values (Misbah, 2022). Learning achievement as a change in behavior includes three domains, namely: the cognitive domain, the affective domain, and the psychomotor domain.

Learning outcomes are generated from the learning process. But it must be remembered, even though the learning objectives are clearly and well formulated, the learning outcomes obtained are not necessarily optimal. Because good results are influenced by other components, and especially how students' activities as learning subjects. Appearances that can be observed as learning outcomes are called capabilities. According to Gagne there are five abilities. In terms of the expected results of a teaching or instruction, these abilities need to be distinguished, because these abilities allow various kinds of human appearance, and also because the conditions for acquiring these various abilities are different (Dahar, 1989). According to Gagne, learning outcomes are divided into five categories, namely:

- a. verbal information (*Verbal Information*). Verbal information is the ability that contains students to provide specific responses to relatively specific stimuli. To master this ability students are only required to store information in their memory system;
- b. Intellectual Skills (*Intellectual Skill*). Intellectual abilities are abilities that require students to carry out unique cognitive activities. Unique here means that students must be able to solve a problem by applying information that has never been learned;
- c. Cognitive Strategy (*Cognitive Strategies*). Cognitive strategy refers to the ability to control the internal processes carried out by individuals in selecting and modifying ways of concentrating, learning, remembering, and thinking;
- d. Attitude (*Attitudes*). This attitude refers to the tendency to make choices or decisions to act under certain conditions;
- e. Motor Skills. Motor skills refer to the ability to carry out organized movements or actions that are reflected in speed, accuracy, strength, and delicacy.

According to Nana Sujana, student learning outcomes are obtained from three educational domains, namely the cognitive domain with respect to intellectual learning outcomes, the affective domain with respect to the domain of attitude learning outcomes, and the psychomotor domain with regard to learning outcomes of skills and the ability to act. It can be understood that if these three domains can develop properly, they will be able to have a major influence on the student's self and environment (Barseli et al., 2018). Furthermore, in line with that, Kunandar stated in (Indah & Farida, 2021) that learning outcomes are changes that occur in students, both concerning cognitive, affective, and psychomotor as a result of learning activities.

From the above understanding it can be concluded that learning outcomes are the results obtained by students after the learning process has taken place which is indicated by the value of learning outcomes given by the teacher after each completion of giving subject matter on one subject or learning outcomes obtained by students at the end of the semester including the results behavior change that leads to positive change.

### **Factors Affecting Learning Achievement**

In general, the factors that influence learning achievement consist of two factors, namely internal factors and external factors. Internal factors are factors that come from within the student. Internal factors include factors of maturity, intelligence, training and repetition, and motivation. While external factors are factors that come from outside the student's self such as family, community, and environment.

According to Esa Nur Wahyuni in (Nabillah & Abadi, 2020) learning is a mental activity that can be influenced by several factors including:

- a. Factor Internal
  - 1) Physiological Factors. Physiological factors are factors that affect the physical condition of the individual.
  - 2) Psychological Factors. Psychological factors are a person's psychological state that can affect the learning process, such as student intelligence, motivation, interests, attitudes, and talents.
- b. External Factors
  - 1) Social environment, such as school social environment, community social environment, and family social environment.
  - 2) Non-social environment, such as the natural environment, instrumental factors (learning devices), and subject matter factors.

### **Simple Linear Regression Test**

| <b>Descriptive Statistics</b> |       |                |    |
|-------------------------------|-------|----------------|----|
|                               | Mean  | Std. Deviation | N  |
| Y                             | 82.78 | 5.608          | 37 |
| X                             | 62.51 | 10.767         | 37 |

Furthermore, to find out the level of significance or suitability of the relationship between the independent variables and the dependent variables in linear regression will be sought with the following formula:

$$\begin{aligned}kd &= (r_{xy})^2 \times 100\% \\ &= 12.6025 \times 100\% \\ &= 12.6025 \times 100\% \\ &= 1.26\%\end{aligned}$$

Thus proving that there is an effect of giving feedback on student learning outcomes with a percentage of 1.26%.

Based on the analysis of the data in the table above using the correlation formula, it can be interpreted that from the observations the effect of giving feedback on student learning outcomes, with a total of 37 respondents, was obtained using the correlation formula with a result of 0.35. Then, to find out how much the contribution made by variable X in supporting the success of variable Y, it will be known from the calculation of the coefficient of determination with the formula  $k_d = (r_{xy})^2 \times 100\%$ , namely 1.26%.

Learning outcomes are changes in behavior that occur in a person in the learning process in cognitive, affective and psychomotor aspects. Increasing one's learning outcomes is certainly influenced by certain factors. One of the factors that influence learning outcomes is the teaching technique used by teachers in schools. Based on the description above, it can be seen that giving feedback has an effect on learning outcomes. One of these teaching techniques is the technique of giving feedback. Giving feedback is a teaching technique in the form of interaction from the teacher in which there will be replies by students or vice versa both orally and in writing. This feedback giving technique is considered suitable to be applied in learning aimed at honing the ability to remember, think critically so that later it can have an impact on the learning outcomes. Based on the research results, in this study variable X (the effect of giving feedback) and variable Y (student learning outcomes) were tested with a correlation formula of 0.35. This study used a sample of 37 respondents. Then look for the effect of giving feedback on learning outcomes using the simple regression formula with the result  $y = 0.066 + 0.298x$  and look for the coefficient of determination with the formula  $k_d$  which is 1.26%, so from these calculations it is known that the alternative hypothesis ( $H_a$ ) in this study is accepted and ( $H_o$ ) rejected. This means that there is an effect of providing feedback on student learning outcomes.

### **Conclusion**

Based on the results of the research that has been done, it can be concluded that there is an effect of providing feedback on student learning outcomes. This is evident from the results of testing the hypothesis using the Regression formula obtained results of 0.35. So in this study the alternative hypothesis ( $H_a$ ) is accepted and ( $H_o$ ) is rejected, with a very low level. Then, look for the effect of providing feedback using the simple regression formula with the result  $y = 0.066 + 0.298x$  in influencing student learning outcomes. Furthermore, from the calculation of the coefficient of determination for the effect of giving feedback, it has a contribution or influence of 1.26%. Then the rest is influenced by other factors such as internal and external factors. Based on the explanation above, it can be concluded that the effect of giving feedback on student learning outcomes is very low.

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