

USE OF CONSTRUCTIVE FEEDBACK, TO IMPROVE CRITICAL THINKING SKILLS OF DISTANCE STUDENTS (UT)

Dewi Andriany¹, Susy Puspitasari², Titi Chandrawati³

^{1, 2, 3}Universitas Terbuka (INDONESIA)

Abstract

This study aims to describe the efforts of tutors in improving students thinking skills during online learning by providing structured feedback on the abilities to be developed. Providing feedback is one of the learning components that have a significant influence on maintaining student learning power online and can improve and develop student abilities in learning, especially the development of the ability to facilitate learning. Through providing feedback, students construct their thinking skills to solve problems, seek solution, ideas and make the right decisions to overcome existing problems. Providing feedback on every student activity in discussion forums and assignments is a wise investment to develop student interactivity and learning abilities. To find out the benefits and changes in learning experienced by students through the provision of feedback, an instrument was developed that is not only able to measure and explore mastery of concepts and learning skills but also able to develop low to high-level thinking skills during learning. Although learning has been designed in a such way to develop students abilities, higher-order thinking skills require other efforts during the online learning process. Providing feedback is one of the efforts in assessing as well as constructing students thinking abilities gradually from low to high-level abilities. This study also aims to describe the various types of feedback that can be used to develop the higherorder thinking skills that distance learning students should have. This present study uses qualitative analysis and observation to get information on student responses in discussion forums and assignments. This present study revealed and proved several benefits obtained and felt by students related to increasing the ability to facilitate learning, especially higher-order thinking skills. These findings indicate that providing feedback in various forms during the online learning period can increase the ability to facilitate learning and improve performance.

Keywords: Feedback, constructive thinking, distance learning

1 INTRODUCTION

Each university has the responsibility to provide knowledge and skills for their students. In the same time the lecturers in a study program have the responsibility to help the students to have a meaningful learning experience. It is hoped that by the help of all the lecturers and the university, all students can posses the essential knowledge and skills needed to enter their community, and at the end, the students can be successful in their chosen field. Therefore, the key of the students' success is how the study program can organise the learning process to prepare its students to get the expected knowledge and abilities.

The Final Assignment Program (TAP) course in the Educational Technology (ET) study program at the Universitas Terbuka (UT) is a course that must be taken by ET students who will complete their education in the Faculty of Education or FKIP-UT. After taking 125 credits, students are considered to have met the academic requirements to take this TAP course. Through the TAP course, students are guided and tested to understand problems and determine solutions by

internalizing and connecting various theories in the field of educational technology that have been studied to facilitate the learning process.

It is hoped that by taking the TAP course the ET students are able to make decisions in order to develop and facilitate learning activities to improve their self performance as a learning facilitator. The study program has designed that by taking the TAP course, the ET students can get some competencies such as being able to analyze various educational and learning problems, find appropriate solutions to various learning and learning problems, use theories and principles in the field of educational technology in facilitating learning and use critical thinking in designing learning programs to make learning more effective and efficient.

The form of TAP examination is presented in the form of learning cases developed from educational and learning problems that occur in society. Through the learning cases, students are asked to answer questions related to learning activities and provide recommendations and provide solutions/solve learning problems that are appropriate to the case. The solution relates to the application of the field of educational technology and a systems approach to facilitate learning and performance improvement (definition of TP). This ability is related with the definition of educational technology (AECT 2004), moreover, this ability is also expected to be possessed by students of educational technology at UT. Through the TAP course, the ability to facilitate learning and increase performance is developed through the provision of learning case-based questions. These questions are designed to evaluate the ability of students in analyzing the learning problems and make decisions to determine the right solution to each learning problem which should be related with the theories of educational technology.

In taking the TAP course, students should learn through online tutorial (tuton). Therefore, all of the guidance and instruction from the online tutorial tutor will be in online tutorial form. The feedback given by the online tutorial tutor are aimed to guide the students to construct their knowledge. The TAP course tutor tries to guide the students with feedback that can make the students be involved in their learning via online tutorial. Therefore TAP course tutor needs strategy to developed an effective and efficient learning that can help the students to construct their knowledge to answer the examination questions given in TAP online course.

To answer the examination questions in TAP course, the students should be mastered the ET concepts. Also, the students should know and use relevant theories and principles in the field of Educational Technology (ET) as a solution to solve the learning problems.

The purpose of this study was to identify how the students can increase their ability to solve learning cases through feedback given by the online TAP course tutor. Through this research, the researchers tried to investigate the effects of feedback given by the online tutor while the students taking TAP course.

2 METHODOLOGY

This study use qualitative approach with semi - structured interview. The respondents of the study were 9 students Educational Technology that has taken TAP courses in semesters 2021.2 and 2022.1. The interview questions were already by reviewed by an ET expert. The questions interview was developed to investigate what the students felt and experienced when they were taking the TAP online course. In fact, this study is an away to investigate the meaningfulnees of the feedback given by a tutor.

LITERATURE REVIEW

Online learner maybe tend for get discouraged heart or frustration every time a problem no could resolved alone, and hopelessness and frustration in a manner direct will cause drop out from school. So feedback is very important for maintain students and improve satisfaction student.

Feedback is specific information received to help reflect back on each answer given and to improve student responses and improve skills needed in the world of work in the future. So far, in general, what feedback students feel is only in the form of comments on the answers to the assignments being assessed. According to Hattie & Timperley, 2007; Mory, 2004; Poulos & Mahony, 2008; Sadler, 1989 (in Design Using Free Technologies Jiangmei Yuan and Chan Min Kim) in previous research it has been confirmed that the great benefits of providing feedback in learning are providing information about the correctness of students' responses to learning assignments, the knowledge needed for correct solutions, Feedback can also increase students' self-confidence and motivation to learn because it shows recognition of the efforts and achievements of the learner. Learning theorists advocate providing immediate feedback. Gagne's learning events emphasize the importance of feedback for student success. However, by having the feedback, the students who took TAP can receive meaningful feedback in many ways.

Benefits of feedback

- a. Information to improve work
- b. Develop students' ability to give better answers and

- c. Brainstorm ideas, also to provide clarification of misconceptions on a broad scale, rather than private written/verbal consultation with individual students, which loses the element of comparison with peer responses
- d. Give them time to reflect on the feedback they have received
- e. Develop their confidence with the abilities and answers given

RESEARCH RESULTS

From the study, the researchers found that every student have different understanding _ in understanding the learning cases and the questions discussion. However, it showed that students said that they are helped by the feedback given by the tutor. The respondents said that the feedback given by the TAP course tutor are very important and help the respondents to understand the cases better. Therefore, the respondents found that the tutor's feedback in TAP examination is very important to help the respondents get success in taking the course.

The respondents also agreed that the feedback works as means to help the respondents in having some interest and enthusiasm in taking the TAP tutorials. Feedback given could be modified such in accordance with necessary abilities and with the material to be taught and appropriate students' condition.

Clear and meaningful feedback could help increase student involved in the learning process. No feedback either only give know what to _ they do but also provides advice, tips, and references as reference for increase quality Duty moment this or in the future. (Noura Badawi, EdD, Edna

Murugan , PhD, and Sen Padilla, DrPH, 2021 in <https://www.facultyfocus.com/articles/philosophy-of-teaching/six-ways-to-fall-in-love-withteaching-again/> .

There is students' enhancement ability in finding and analyzing problem, ability to define and to decide solution in solving learning problems. Thus, the students can have an ability think in higher level.

It turns out that feedback is really good in developing the students' ability in answering the TAP questions as stated by Gagne & Briggs (2008) that explain that a study is a results necessary pair of stimulus and response given strengthening continuous reinforcement continuously. Learning

strategy with good feedback can develop students' ability including the ability to think more higher.

3 CONCLUSION

Analysis results show that feedback in TAP online tutorial has given the respondents some fun and meaningful learning experience that can help the respondents to construct their knowledge and ability to think more higher and then the feedback can help the students/respondents to improve their performance.

REFERENCE

- Aang Kunaifi , SE., M.EI , CHCS, et al (2020) Multidisciplinary perspective in implementing new habits during the covid-19 pandemic in Indonesia, *Akademia Pustaka, Tulungagung* .
- Bawden , D. (2008). Digital literacy: Concepts, policies and practices. in *Names*.
<https://doi.org/10.1093/elt/ccr077> _ _
- Burke, D. (2009), 'Strategies for Using Feedback Students Bring to Higher Education', *Assessment & Evaluation in Higher Education* 34(1), pp. 41–50
- Blair, A. and McGinty [Shields], S. (2011), 'Exam Feedback: Supporting Students and Improving Teaching?', Paper presented at Higher Education Academy Subject Center for History conference, 'What do History Students Want?', Loughborough University, 3 June
- Beaumont, C., O' Doherty, M. and Shannon, L. (2011), 'Reconceptualising Assessment Feedback: A Key to Improving Student Learning?', *Studies in Higher Education* 36(6), pp. 671–687.
- Carless, D. (2006), 'Differing Perceptions in the Feedback Process', *Studies in Higher Education* 31(2),
- Carless, D., Salter, D., Yang, M. and Lam, J. (2011), 'Developing Sustainable Feedback Practices', *Studies in Higher Education* 36(4)
- Jonassen, David H. (2011). *Learning to Solve Problems*. San Francisco: Pfeiffer. Noura Badawi, EdD, Edna Murugan, PhD, and Sen Padilla, DrPH, 2021 in
<https://www.facultyfocus.com/articles/philosophy-of-teaching/six-ways-to-fall-in-love-withteaching-again/>
- Ngang , TK, & Subadrah Nair, BP (2014). Developing Instruments to Measure thinking Skills and Problem Solving Skills among Malaysian Primary School Pupils. *Procedia-Social and Behavioral Science*,
- Limbach, B., & Waugh, W. (2010). Developing higher level thinking. *Journal of Instructional Pedagogies*, 3,

