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# Analysis of Pre-service Teachers' Skills in Providing Feedback to Students During Field Experience Practice in School

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**ABSTRACT**

**Objective:** This study investigates pre-service teachers' (PST) feedback skills during Field Experience Practice (FEP), identifies influencing factors, and examines their impact on student learning. **Method:** A mixed-methods approach was used, combining quantitative data from 42 PSTs and 57 teachers via questionnaires and qualitative insights from interviews, observations, and documentation. Descriptive statistics were employed to categorize feedback proficiency, while qualitative analysis explored contextual influences. **Results:** Findings reveal three levels of feedback skills—high, medium, and low—determined by internal factors (pedagogical understanding, teaching experience) and external factors (supervisor support, school environment). Effective feedback enhances student comprehension, motivation, and engagement, yet many PSTs struggle with providing structured, actionable feedback. **Novelty:** This study uniquely focuses on PSTs' feedback skills during FEP, highlighting key factors influencing their effectiveness and the impact on student learning. It also provides evidence-based recommendations for strengthening teacher education curricula by integrating structured feedback training, ultimately improving classroom interactions and learning outcomes.

## INTRODUCTION

The quality and effectiveness of feedback play a crucial role in shaping students' academic development and engagement in the learning process. Schools' teaching and learning process depends on the delivery of materials and how teachers provide effective feedback to students (Mahadi, 2021). Feedback is an essential part of the learning process, used to inform students of their progress, correct mistakes, and increase motivation and understanding (Gunawan, 2022). Appropriate feedback can help students improve their performance and enhance learning outcomes (Nainggolan, 2024), while less effective feedback can hinder student progress. In the context of Pre-service Teacher Professional Education, students undergoing Field Experience Practice (FEP) at school are responsible for providing students with constructive feedback (Rindaningsih, 2023). This skill is very important because pre-service teachers (PST) are prospective teachers who will later fully enter the world of education. The feedback provided by PST in FEP plays a significant role in helping students understand the material being taught and motivating them to learn better (Widyastuti, 2022). However, providing effective feedback is not always easy to master. PST often challenges providing constructive, structured feedback based on student needs. This could be due to a lack of experience, an immature understanding feedback pedagogy or limited time to conduct deep reflection during the FEP process (Kurniawaty, 2024).

Therefore, analyzing PST's skills in providing feedback is important to determine how well they can implement the technique effectively in the field. PSTs are expected not only to be able to provide appropriate feedback but also to do so in a way that supports student development. Research shows that feedback given positively can boost students' confidence and encourage them to work harder (Dinda, 2024). In this context, it is important to understand that feedback is not just a comment but also a process that involves two-way communication between teachers and students (Jannah, 2024). The results revealed that overly generic feedback did not provide enough information for students to make improvements. Therefore, when analyzing PST skills in providing feedback, one must consider these various aspects (Hermawan, 2024).

This study aims to analyze the skills of PST in providing feedback to students during the implementation of FEP in schools. This study also seeks to identify the factors that affect the quality of the feedback and how this affects students' learning development. Thus, the results of this study are expected to be the basis for developing a better PST program, especially in providing feedback skills training. This research is important because providing effective feedback is one of the central pedagogical skills that a teacher must have (Burgess et al., 2020). By improving these skills, prospective teachers can significantly contribute to improving the quality of learning in Indonesian schools. Feedback is an important component in the learning process, functioning as information related to student performance and as a tool to strengthen the relationship between teachers and students. Effective feedback, as mentioned by Hattie and Timperley (Wahyuddin, 2020), can increase motivation and learning outcomes. Research also shows that good feedback can improve student performance by up to 25%. Therefore, it is important to analyze the ability of PST to provide feedback during the implementation of FEP in schools. PST who undergo FEP are expected to have the skills to provide effective feedback (Kovarthini et al., 2024). It demands clear and constructive communication and specific, evidence-based delivery so that students are more receptive and able to apply the feedback. Giving feedback is not just about giving comments; it takes skill to deliver positive feedback and motivate students. When feedback is tailored to the characteristics and needs of students, its effectiveness increases (Wardhana, 2024). Therefore, PST needs to develop the skill of recognizing student needs so that the feedback provided is relevant (Carless & Winstone, 2023).

While many studies have examined feedback in educational settings, research explicitly focusing on the feedback skills of PSTs during their field practice remains limited. Previous research primarily addresses teacher feedback in professional settings, the role of feedback in student motivation, and the effectiveness of different feedback types. However, there is a lack of studies that comprehensively analyze the ability of PSTs to provide feedback in actual classroom environments, especially within the PPG framework. Moreover, existing studies often focus on teacher-led feedback rather than feedback delivered by pre-service teachers, who may have different levels of pedagogical understanding and practical experience. This study fills that gap by investigating how well PSTs provide feedback during FEP, identifying the key factors influencing feedback quality, and evaluating its impact on students' learning development.

This study presents several novel contributions: (1) focus on PSTs' feedback skills in FEP – While most studies examine feedback from experienced teachers, this research explores how PSTs, as future educators, develop and apply their feedback skills during training; (2) Identification of internal and external factors influencing PSTs' feedback quality, such as pedagogical knowledge, experience, mentorship, and school

environment; (3) In-depth analysis of the impact of PSTs' feedback on students' learning development, particularly in terms of comprehension, engagement, and motivation; (4) Recommendations for improving PST training programs by integrating structured feedback coaching into the PPG curriculum, ensuring that future teachers are well-prepared to provide practical, constructive, and student-centered feedback.

By addressing these aspects, this study provides empirical evidence to improve teacher training programs, equipping PSTs with essential pedagogical skills to enhance the quality of education. To address the research gap, this study aims to answer the following questions: (1) what is the skill level of PSTs in providing effective feedback to students during implementing FEP in schools?; (2) what are the key factors that influence the quality of feedback given by PSTs to students during FEP?; (3) what is the impact of the feedback provided by PSTs on students' learning development during FEP? Research on PSTs' feedback skills is crucial to evaluate their strengths and weaknesses. The findings can contribute to developing a more effective PST curriculum, specifically enhancing feedback training. Thus, this research benefits PSTs directly and has a broader impact on the quality of education by preparing future teachers to be more competent in guiding students through effective feedback. By identifying the challenges and opportunities in PSTs' feedback skills, this study also offers practical recommendations for PPG program managers, ensuring that pre-service teachers are fully equipped to provide high-quality feedback that supports student learning

## RESEARCH METHOD

This study employs a mixed-methods approach**,** combining quantitative and qualitative techniques to analyze the skills of PSTs in providing feedback during FEP (Zuchowski et al., 2019). The objective is to describe these skills, identify influencing factors, and assess their impact on students (Priadana, 2021). The sample consisted of 42 PSTs and 57 teachers as respondents.

### *Type of Research*

This research integrates a quantitative approach to measure skills objectively and a qualitative approach to capture more profound insights into the process, constraints, and contextual factors affecting feedback skills (Lamada, 2024). The mixed-methods approach was chosen because it allows for a comprehensive analysis, combining statistical measurement with a rich contextual understanding. While quantitative data provide an overview of skill levels and trends, qualitative insights help explain the reasons behind those trends and highlight challenges and best practices in feedback delivery. PSTs' feedback skills were analyzed based on their actual experiences during FEP, with the ultimate goal of improving teacher training programs and enhancing the effectiveness of feedback practices.

### *Data Collection Techniques*

A structured online questionnaire was used as the primary data collection tool. The questionnaire used open-ended and closed-ended questions to capture quantitative metrics and qualitative perspectives (Hermawan, 2019). Respondents fill out questionnaires through platforms like Google Forms, making collecting data easy (Bondarchuk et al., 2020). The collected data were analyzed using a convergent mixed-methods design, where quantitative and qualitative findings were integrated to ensure a more nuanced interpretation. The analysis included:

- Descriptive statistics (e.g., mean scores, frequency distributions) to identify patterns and trends in feedback skills.
- Percentage comparisons to analyze the distribution of PSTs across different skill levels.
- Graphical and diagrammatic representations to visualize findings clearly (Johnson & Bhattacharyya, 2019).
- Thematic analysis was used for qualitative data, and common themes related to feedback effectiveness, challenges, and improvement strategies were identified.
- Triangulation, where findings from the survey and interviews were compared to enhance reliability and credibility.

By integrating both data types, this study provides a holistic understanding of PSTs' feedback skills, ensuring that real-world experiences and explanations support statistical trends.

***Data Analysis Techniques***

The collected data is analyzed using descriptive statistics, which include frequency distributions to see patterns or trends in the data, percentages to compare data proportions, and graphs and diagrams to visualize the results in a clear and easy-to-understand manner (Johnson & Bhattacharyya, 2019).

***Research Procedure.***

The research flow can be seen in Figure 1.

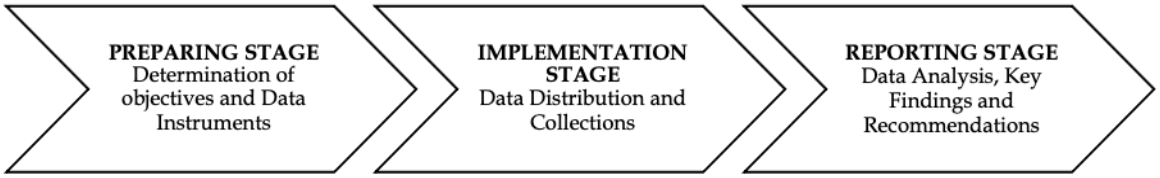


**Figure 1.** Research flow.

- **Preparation Stage:** The researcher compiles the research's background and objectives and determines the appropriate instruments. The research focuses on evaluating PST's feedback and its impact on students.
- **Implementation Stage:** Questionnaires were distributed to respondents, and data was collected and analyzed to identify the skills and feedback patterns applied by PPG students.
- **Reporting Stage:** The research results are compiled in a report that includes analysis data, findings (Tracy, 2024), and recommendations for improving the PST program and developing student skills in providing feedback.

This research aims to provide in-depth insight into student feedback practices in the context of FEP and contribute to developing more effective teaching methods. Using a mixed-methods approach ensures that this study measures PSTs' feedback skills and explores the factors shaping these skills. The combination of statistical trends and personal narratives offers a more detailed and meaningful analysis, contributing to developing more effective teacher training programs. Several measures were

implemented throughout the study to ensure the reliability and validity of the research findings.

### *Reliability Measures*

Reliability in this study was established through: 1) Pilot Testing – Before full-scale data collection, a pilot test was conducted on a small sample of PSTs and teachers to ensure that the questionnaire items were clear, unambiguous, and consistently interpreted by respondents (Creswell, 2003); 2) Internal Consistency – The reliability of the quantitative data was assessed using Cronbach's Alpha, ensuring that the survey items measuring PSTs' feedback skills were internally consistent and yielded stable results; 3) Inter-Rater Reliability – For qualitative data, inter-rater reliability was ensured by having multiple researchers independently code and analyze responses to minimize subjective bias and ensure consistency in thematic categorization.

### *Validity Measures*

Validity was ensured through:

Content Validity—Educational experts reviewed the questionnaire and validated it against existing feedback frameworks to confirm that it accurately measured PSTs' feedback skills (Messick 1995).

Construct Validity—A factor analysis was conducted to determine whether the survey items were appropriately grouped into meaningful constructs related to feedback skills, ensuring that the instrument measured what it intended to.

Triangulation–Multiple data sources (questionnaires, qualitative interviews, and observations) were cross-referenced to validate the findings, increasing the credibility and trustworthiness of the results.

Member Checking–Qualitative responses were verified by allowing a subset of respondents to review and confirm the accuracy of interpretations made from their responses. By implementing these reliability and validity measures, this study ensures that the findings are accurate, credible, and applicable to real-world educational contexts. The combination of quantitative precision and qualitative depth enhances the robustness of the research and contributes to the development of practical teacher training programs that improve PSTs' feedback delivery skills. By bridging numerical analysis with in-depth qualitative understanding, this research enhances the reliability of findings and provides practical recommendations for PSTs, teacher educators, and policymakers.

## RESULTS AND DISCUSSION

### *Results*

This section explains that the research results include data from questionnaires and questions shared through Google Forms to PST and teachers involved in FEP activities (Tracy, 2024). This instrument measures how students can provide constructive, transparent, and practical feedback to students and fellow teachers. The data collected from this questionnaire is then analyzed to determine students' level of understanding and skills in providing feedback that can improve the quality of the school learning process (Asad et al., 2021).

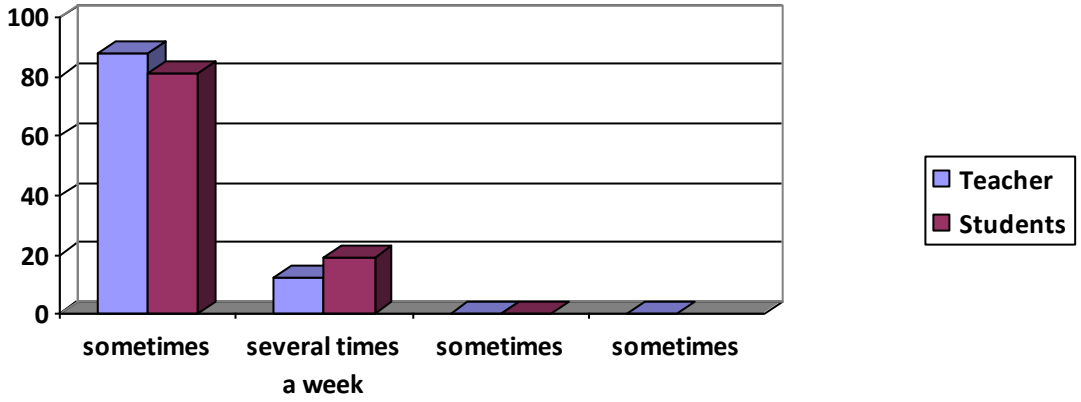


**Figure 2**. Response intensity of students in providing feedback.

**Student Intensity in Providing Feedback to Students**

The research results divided the intensity of PST in providing feedback to students during FEP into four categories.

*High Consistency in Providing Feedback*

Most PSTs (80%) provide feedback at each meeting, demonstrating a strong commitment to supporting students' learning. This high consistency is crucial as it helps reinforce students' understanding, correct mistakes promptly, and sustain motivation. The high frequency of feedback (80%) suggests that most PSTs recognize the importance of feedback as an integral part of teaching.

*Moderate Frequency of Feedback*

A smaller percentage of PSTs provide feedback several times a week, with 19% (as reported by students) and 12% (reported by teachers). This typically occurs after evaluations or assessments, indicating that some PSTs focus on feedback in structured review sessions rather than continuous classroom interactions. While most PSTs provide consistent feedback, the lower frequency (19%-12%) reported by others suggests that some pre-service teachers may still lack the confidence, experience, or structured approaches needed to deliver continuous feedback. The findings indicate that the majority of PSTs are proactive in providing feedback, but a portion still provides feedback less frequently. Ensuring consistency and quality in feedback delivery is essential for maximizing educational benefits. These insights highlight the need for curriculum improvements in teacher training programs to reinforce the role of feedback as a daily teaching practice.

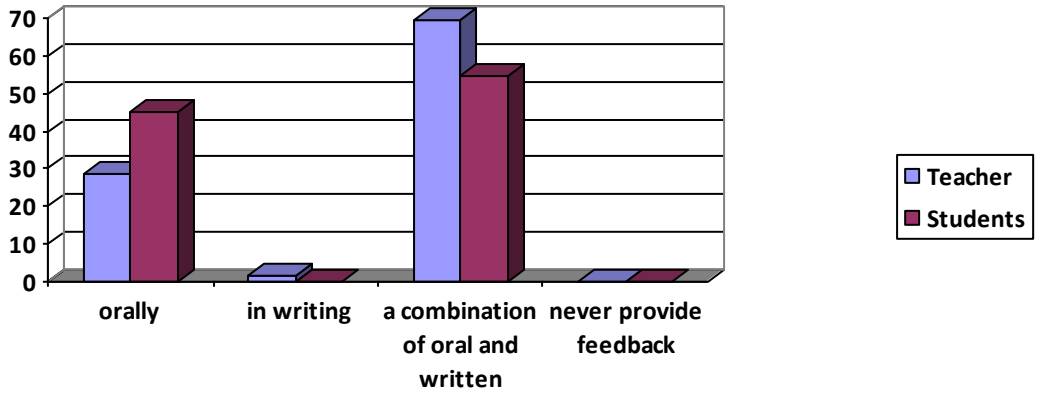


**Figure 3**. Student and teacher response to the method of giving feedback to students.

**Feedback Method**

The results of the research on the method of giving feedback carried out by PST during the FEP show that there is variation in the way students give feedback to each other.

*Prevalence of Verbal Feedback*

45% of PSTs and 28% of teachers report that PSTs primarily use verbal feedback. This method is favored for its immediacy and interactivity, allowing PSTs to clarify misunderstandings in real-time and provide personalized guidance based on students' immediate responses.

*Combination of Verbal and Written Feedback*

54% of PSTs and 68% of teachers indicate that PSTs use a combination of oral and written feedback. This hybrid approach enables direct engagement through verbal feedback while also offering structured, written notes for students to revisit and reflect upon. The findings highlight the importance of flexibility in feedback delivery. While verbal feedback provides immediate support, combining it with written feedback ensures clarity and long-term retention. The study suggests teacher training programs should encourage a balanced feedback strategy to optimize student engagement and understanding.

**The Level of Specificity of the Feedback Given to Students**

The research findings highlight variations in the specificity of feedback provided by PSTs during FEP. The study categorizes feedback into two levels: very specific and quite specific, with no responses indicating "less specific" or "not specific."

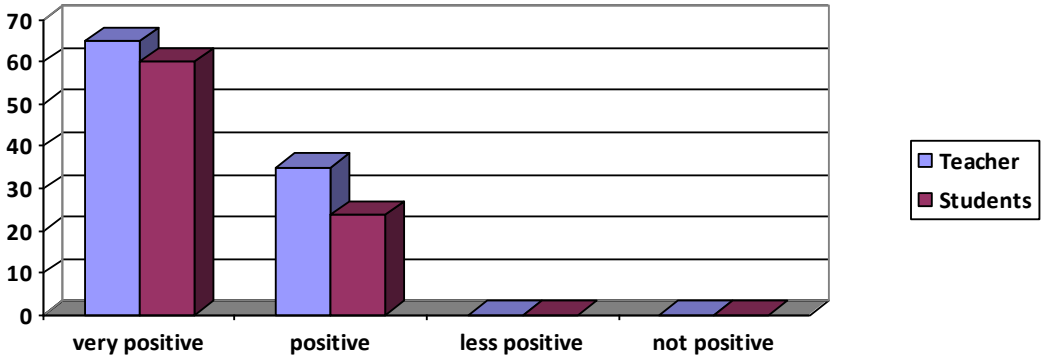

**Figure 4**. Response to the specifics of the feedback given.

*Very Specific Feedback*
38% (student assessment) and 64% (teacher assessment) reported that PSTs provided highly specific feedback. This feedback type includes clear error identification and step-by-step corrective actions, enabling students to understand their mistakes and improve their performance more effectively.
Example: "*You need to improve how to answer this question by following these steps...*"

*Quite Specific Feedback*
61% (student assessment) and 35% (teacher assessment) indicated that PSTs provided feedback that was clear but not as detailed as the "very specific" category. This feedback often consisted of general improvement suggestions, which students could understand but might require additional clarification.

*Absence of Non-Specific Feedback*
No students or teachers reported receiving "less specific" or "not specific" feedback.
This suggests that PSTs are strongly aware of the importance of specificity in feedback, ensuring students receive useful and actionable insights.

**Student Responses to Feedback**
The research findings explore how students perceive and understand the feedback provided by PSTs during FEP. The data indicates a generally positive response, with most students understanding and applying the feedback effectively.

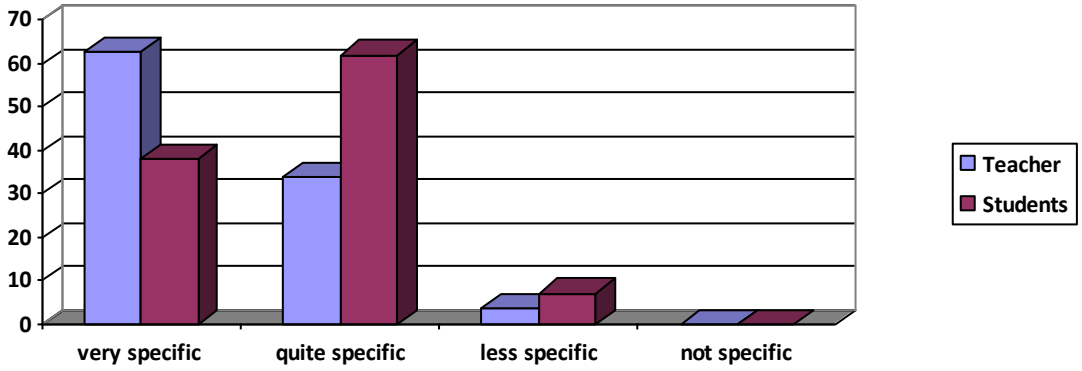


**Figure 5**. Response to feedback.

*High Understanding of Feedback*
69% of students and 62% of teachers reported that students were in the "Very Understanding" category. This suggests that the majority of students can comprehend and apply feedback effectively, enabling them to correct mistakes and enhance their learning outcomes.

*Moderate Understanding with Need for Clarification*
23% of students were in the "Quite Understandable" category. These students understood most of the feedback but occasionally needed additional clarification. This indicates that while the feedback was generally clear, some students may require more detailed explanations or alternative ways of receiving feedback to fully grasp the intended

message.

*Limited Understanding of Feedback*
7% of students fell into the "Neutral" or "Poorly Understood" category.
This suggests that some students struggle with interpreting and applying feedback, possibly due to: 1) Feedback being too general or lacking specificity; 2) Misalignment between the feedback provided and students' needs; 3) A lack of student engagement or guidance in applying feedback.

**Level of Student Understanding of Feedback from PST**
The research findings analyze how well students comprehend feedback provided by PSTs during FEP. The results indicate that most students find the feedback quite understandable, with no students reporting a lack of understanding.

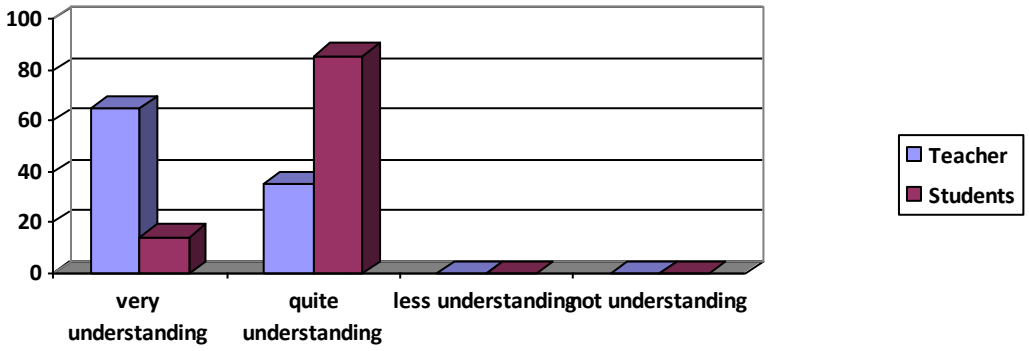


**Figure 6**. Response to feedback understanding.

*Majority of Students in the "Quite Comprehensible" Category*
85% of students reported that feedback was mostly clear and useful, though some aspects required additional clarification. This suggests that while PSTs provide structured feedback, some students may need further explanation or examples to fully grasp the feedback.

*High Clarity for Some Students ("Very Understanding" Category)*
14% of students stated they fully understood the feedback and could apply it directly in their learning process. These students found the feedback to be clear, detailed, and actionable, allowing them to make immediate improvements.

*No Students in the "Lack of Understanding" Category*
The absence of students in the "Not Understanding" or "Lack of Understanding" category suggests that PSTs have effectively communicated their feedback in a way that students can process and apply.

**The Role of P among Support**
The research findings highlight the significant role of pamong (supervisor) support in shaping PSTs' ability to provide feedback during FEP. The data indicates that the majority of PSTs feel strongly supported by their supervisors, which has positively impacted their feedback skills.

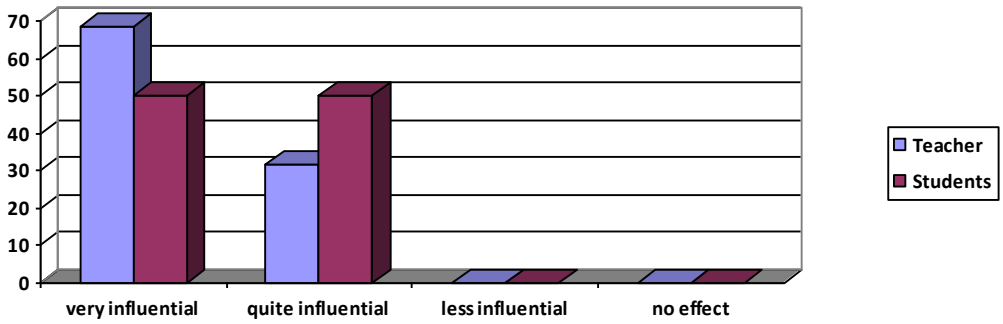


**Figure 7**. The role of pamong support.

*Strong Supervisor Support (Majority Perception)*
71% of PSTs (students' assessment) and 56% of teachers stated that supervisors provided very strong support. This group feels that guidance, direct feedback, and examples of best practices from supervisors play a crucial role in improving their ability to provide constructive feedback to students. This suggests that supervisors' active mentoring significantly enhances PSTs' competency in delivering structured, meaningful, and actionable feedback.

*Moderate Supervisor Support*
28% of PSTs considered the supervisor's support to be "quite large", meaning they still benefited from it but felt that more guidance would be helpful. This group acknowledges the importance of supervisor feedback, but in some cases, they may require more targeted direction or additional support to strengthen their feedback skills.

*Absence of Minimal or No Support Reports*
Notably, no PSTs reported receiving "little" or "no" support from supervisors, which indicates that all PSTs experienced some level of mentoring and guidance during FEP.

**Supporting Factors in Providing Feedback to Students**

The research findings highlight the key factors that support PSTs in providing feedback during FEP. The data reveals that practical experiences and mentorship play a more significant role compared to formal coursework.

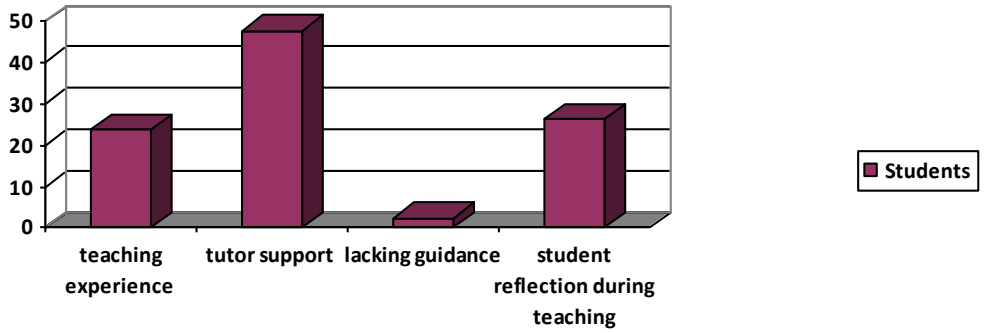


**Figure 8**. Student response to factors that affect giving feedback.

*Supervisor Support as the Most Significant Factor*
47% of PSTs identified support and direction from supervisors as the most helpful factor

in improving their ability to provide feedback. This underscores the importance of experienced mentors in guiding PSTs, providing constructive support, clear direction, and modeling effective feedback practices.

*Observation and Reflection as Key Learning Tools*

26% of PSTs reported that observation and reflection played a crucial role in enhancing their feedback skills. By observing experienced teachers and reflecting on their own feedback approaches, PSTs gain insights into effective feedback strategies and refine their techniques.

*Previous Teaching Experience as a Confidence Booster*

23% of PSTs stated that prior teaching experience was beneficial in helping them deliver more structured and confident feedback. This suggests that PSTs with prior exposure to teaching environments feel more equipped to provide feedback, reinforcing the value of hands-on experience in teacher training.

*Limited Impact of Feedback-Related Course Materials*

Only 2% of PSTs found feedback-related course materials to be significantly helpful. This suggests that theoretical knowledge alone is insufficient in developing practical feedback skills and that real-world practice is more effective. The findings indicate that mentorship and hands-on experience are the most impactful factors in helping PSTs develop feedback skills, while formal coursework alone is not enough. To enhance PSTs' ability to provide constructive feedback, teacher education programs should emphasize experiential learning, structured mentoring, and reflective practices.

**Impact of Feedback Skills on Student Learning Motivation**

The research findings explore the impact of PSTs providing feedback on students' motivation to learn. The results indicate a balanced perception, with equal distribution between strong influence and moderate influence.

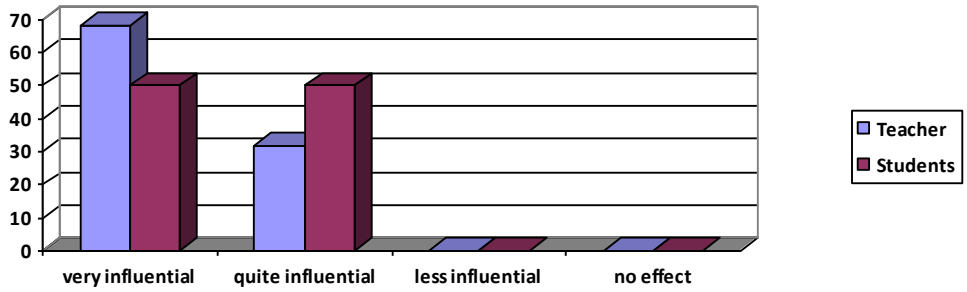


**Figure 9.** Impact of feedback skills on student learning motivation.

*Significant Impact on Student Motivation*

Half of the PSTs reported that their feedback skills greatly influence students' motivation to learn. They Believe that constructive and specific feedback: Boosts students' enthusiasm and engagement in learning. Encourages students to improve their performance by making them feel valued and guided. Increases self-confidence by providing clear directions on improvement areas.

*Moderate Influence of Feedback on Motivation*

The other 50% of PSTs stated that feedback had some influence on motivation, but other

factors also played a role. They recognize that while feedback is helpful, student motivation may also be influenced by: 1) The learning environment (e.g., classroom culture, peer interactions); 2) Support from teachers and mentors; 3) Personal interest and self-motivation levels of students. The findings indicate that feedback plays a major role in shaping student motivation, but it works best when combined with a supportive learning environment. PSTs should be trained to not only provide constructive feedback but also to integrate motivational strategies that empower students to take ownership of their learning journey.

Question items filled out via google form (interview) with the question "*Do you feel the need to improve your skills in giving feedback? If so, what skills do you want to develop? Then it was analyzed using interview analysis software.*"
https://app.insight7.io/projects/67242f7d9df56d674de65a18

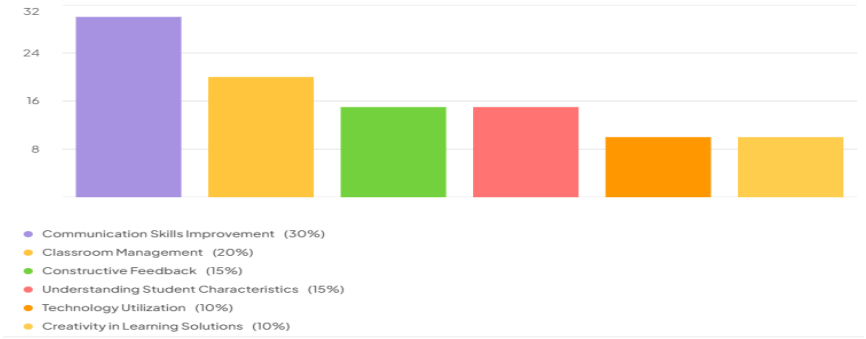


**Figure 10.** Communication skills.

The research findings highlight the importance of various skills and methods in improving PTSs' ability to provide feedback. The data indicates that communication skills, interactive teaching methods, technology, and open discussions are equally valued by respondents in enhancing their feedback effectiveness.

*Communication Skills as a Fundamental Aspect*

30% of respondents identified communication skills as the most important factor in improving feedback delivery. Good communication ensures that feedback is clear, constructive, and supportive, allowing students to understand and apply corrections effectively. This finding aligns with previous studies, which highlight that effective teacher communication enhances student engagement and learning outcomes.

*Classroom Management Skills*

20% of respondents considered classroom management essential in providing structured and well-delivered feedback. This suggests that PSTs recognize the importance of maintaining an organized classroom environment where feedback is delivered in a way that fosters student participation and attentiveness.

*Constructive Feedback Skills & Understanding Student Characteristics*

15% of respondents emphasized the ability to provide constructive feedback as an important factor. Another 15% highlighted the need to understand student characteristics, ensuring that feedback is personalized and aligned with student needs.
This suggests that PSTs value differentiated feedback approaches, where feedback is tailored to individual learning styles and needs.

*Role of Technology in Feedback Delivery*
10% of respondents saw technology as a helpful tool in facilitating faster and more flexible feedback. The use of learning platforms, apps, and online discussion forums allows for continuous and personalized feedback, bridging the gap between teacher and student outside the classroom setting.

*Creativity in Problem-Solving*
10% of respondents believed that creative problem-solving skills contribute to better feedback strategies. This suggests that PSTs recognize the need to adapt feedback techniques based on the learning context and student needs. The findings suggest that communication skills remain the top priority for delivering effective feedback, followed by classroom management, student-centered feedback strategies, and the use of technology. To enhance feedback effectiveness, teacher training programs should focus on building strong communication skills while integrating structured feedback strategies, interactive teaching methods, and technology-based tools.

***Discussion***
This discussion began by outlining the skill level of PST in providing effective feedback to students during the implementation of FEP in schools. This section aims to describe the extent to which students are able to apply the principles of feedback that are constructive, clear, and supportive of student learning. The results of data analysis from questionnaires and interviews were used to assess these skills. Furthermore, the discussion focused on the factors that affect the quality of feedback given by PST. This section aims to identify internal and external elements that affect students' skills in providing feedback, such as training, guidance from teachers, and the school environment. These factors are outlined to understand how they affect students' abilities in real practice during internship. Finally, this discussion highlights the impact of feedback provided by PST on student learning development at school. This section analyzes how the feedback provided affects students' understanding, motivation, as well as academic performance during FEP. The findings presented in this section are expected to provide a comprehensive overview of the effectiveness of PST feedback and its implications for the teaching and learning process.

**The Skill Level of PST in Providing Effective Feedback to Students During the Implementation of PPL in Schools**
In this study, the skills of PTSs in providing feedback during the FEP in schools have been analyzed based on the frequency, method, and level of specificity of feedback. In general, the results of the study indicate that PSTs have sufficient skills in providing effective feedback, although there is still room for improvement in terms of consistency and specificity of feedback so that its impact on student motivation and learning outcomes is more optimal. Further analysis and empirical and theoretical support from various international studies will strengthen these findings. The explanation of the results of the research related to the skill level of PST in being effective to students during the implementation of FEP in schools is 1) Student Intensity in Providing Feedback to Students From the results of the research, the intensity of PST in providing feedback to students during FEP is categorized into four groups based on the frequency of feedback. The results showed that 80% of PSTs provided feedback every time a meeting took place,

while 19% provided feedback several times a week , and the remaining 12% provided feedback less frequently. This consistency in providing feedback has a positive impact on students' understanding, confidence, and motivation to continue learning .

This finding is in line with the research of Wisniewski et al. (2020) which revealed that the frequency of feedback correlates with increased student performance and deeper understanding of the material. From the perspective of Self-Determination Theory, regular and positive feedback can strengthen students' intrinsic motivation , especially when the feedback given does not only focus on mistakes, but also on recognizing their efforts and development. Thus, the more frequent feedback is given, the more likely students are to feel more motivated to improve their learning; 2) Feedback Methods The research also found that there were variations in the methods of giving feedback carried out by PST during FEP. In this study, PSTs used two main methods in providing feedback, namely verbal feedback (45%) and a combination of verbal and written feedback (54%). The majority of supervising teachers (68%) considered the combination method to be the most effective because it provides a balance between direct feedback and notes that can be studied again by students.

According to research by David and Debra (2006); Nicol and MacFarlane-Dick (2006), multimodal feedback (verbal, written, and digital) is more effective because it allows students to process and reflect on the feedback better. In addition, audio-based feedback can also increase student engagement because it is more personal and easy to understand. Therefore, a combination of various feedback methods is highly recommended in the learning process. 3) Level of Feedback Specificity and Its Influence on Student Understanding. The results showed that 38% of PSTs provided very specific feedback, while 64% of supervising teachers assessed that PSTs were able to provide specific and in-depth feedback. Specific feedback is very important because it not only points out students' errors, but also provides clear directions for improvement , such as the example in this study: "To improve your writing, try to pay attention to paragraph structure and use more concrete examples . "

This approach is in line with the theory of Hattie and Timperley (2007) which states that feedback must fulfill three main aspects:

Feed-up → Explaining learning objectives.

Feedback → Provides an overview of student learning progress.

Feed-forward → Provide concrete suggestions for improvement.

Empirical support is also found in Shute (2008) study, which showed that specific, process-based feedback is more effective than general feedback because it helps students understand the steps they need to take to improve their performance. Therefore, improving PSTs' skills in providing more detailed, process-based feedback may improve learning effectiveness.

The theory of Wisniewski et al., (2020) states that effective feedback must fulfill three main components: feed up (learning objectives), feed back (learning progress), and feed forward (steps for improvement). The application of this theory in learning has been proven to enhance student engagement and learning outcomes. Carless and Winstone also emphasize the importance of feedback literacy for both teachers and students to ensure that the feedback provided is well understood and effectively implemented by students. Implications and Recommendations for Teacher Training. Although the results of the study indicate that PSTs have sufficient skills in providing feedback, there is still room for improvement, especially in the consistency and specificity of feedback. One

solution that can be applied is to improve feedback literacy in teacher training. According to Carless & Boud (2018), feedback literacy is not only important for teachers, but also for students so that they can understand and implement feedback more effectively.

The results of this study show that PST generally have adequate skills in providing effective feedback. However, there is room for improvement in terms of consistency and specificity of feedback to ensure that all students get the maximum benefit during the learning process. More in-depth training strategies can be designed to enhance these skills so that PST can be better prepared to make optimal contributions during FEP and in the future as professional teachers. This study confirms that the frequency, method, and level of specificity of feedback play an important role in improving students' motivation and learning outcomes. PSTs have shown sufficient skills in providing feedback, but further improvement is still needed, especially in the aspects of feedback consistency and specificity.

**Factors Affecting the Quality of Feedback Provided by PST to Students during FEPs**

There are several important findings that can be explained, namely 1) Previous Experience and Training One of the factors that affect the quality of feedback is the level of experience and training that PST have received before undergoing FEP. Students who have undergone specialized training on feedback methods or have previous practical experience are likely to be able to provide more specific and constructive feedback. The results showed that students who had a more complete training background showed a better level of skill in compiling detailed and relevant feedback.

In theory, this is in line with Mapplebeck and Dunlop (2021), which emphasizes that direct experience improves a person's ability to apply knowledge in real situations. Thus, the more experience and training PSTs receive, the better the quality of feedback they provide. Guidance from Pamong Teachers Another factor is the guidance received from Pamong teachers during FEP. The results of the questionnaire showed that students who received active guidance from teachers tended to provide more quality feedback. Teachers act as mentors who help students identify important aspects in providing feedback, such as clarity, constructiveness, and specificity. Actively involved teachers provide real examples and direct corrections that help students improve their abilities. Theoretically, this approach is in line with Vygotsky (2020) Sociocultural Theory which emphasizes the importance of scaffolding , where PSTs who are mentored by experienced mentors will more quickly master the skills of providing effective feedback.

Students' Understanding of Feedback Theory Students' understanding of feedback theory and principles is also a determining factor in the quality of the feedback provided. Research has found that students who have a deep understanding of the concept of effective feedback (such as the importance of providing specific, positive, and process-focused feedback) are better able to apply it in practice. Students who only have minimal theoretical understanding tend to give feedback that is too general or not solution oriented. Shute (2008) research shows that high-quality feedback must be specific, timely, and process-focused in order to improve student learning outcomes. In addition, the concept of feedback literacy introduced by Carless & Boud, (2018); Carless & Winstone, (2023) emphasizes that a good understanding of feedback is not only important for teachers, but also for students so that they can use feedback effectively in learning.

Time and Availability: The availability of time to provide feedback effectively is also a factor that affects its quality. PST who has enough time to review student work and plan feedback tend to provide more in-depth feedback. On the other hand, students who feel

rushed or have a busy FEP schedule tend to give short and less specific feedback. Time constraints can hinder deep engagement between teachers and students, which ultimately impacts the effectiveness of the feedback itself. School Environment Support: The school environment where FEP is implemented also plays an important role. Schools that support reflective and collaborative practices between PST, pamong teachers, and students create an atmosphere conducive to providing high-quality feedback. Research shows that in schools with a culture of continuous evaluation and improvement, students are more motivated to provide helpful and detailed feedback. Schools with a strong feedback culture help PSTs develop reflective teaching practices, which ultimately improves the quality of their interactions with students.

To improve feedback-giving skills, it is essential for PST programs to integrate training focused on feedback literacy and communication skill development. According to Carless & Boud (2018b), feedback literacy among teachers and students can enhance the effectiveness of feedback in the learning process. Burgess et al. (2020b) also provide practical guidelines for developing procedural skills in delivering feedback, including the use of scaffolding and clear, supportive communication strategies. Influencing Factors The results of this analysis emphasized that the quality of feedback provided by PST during FEP was influenced by a combination of internal factors (such as experience and theoretical understanding) and external factors (such as teacher guidance and school environment support). Efforts to improve the quality of feedback need to be focused on improving initial training, intensive guidance during FEP, and managing time and adequate support from schools. This study highlights that the quality of feedback provided by PSTs during FEP is influenced by a combination of internal and external factors. To improve the effectiveness of feedback, PST training programs need to focus more on strengthening feedback literacy skills, intensive guidance from mentor teachers, and better time management strategies.

**The Impact of Feedback Provided by PST on the Learning Development of Students at School during FEP**

The results of the study related to the impact of feedback given by PST on student learning development during FEP, the results showed a significant positive impact with quantitative data that strengthened these findings. Namely, 1) The results of the study show that the feedback given by PST has a direct impact on improving students' understanding of the learning material. About 76% of students reported that they felt more familiar with the material being taught after receiving specific and constructive feedback from students. Feedback that explains the details of mistakes and provides suggestions for improvement helps students to correct their mistakes and deepen their understanding of the concepts taught. Research by Wisniewski et al. (2020) inimproving students' understanding , teelaborative and oriented towards the learning process. This is also Hattie & Timperley (2007) which is Effective feedback must meet three main aspects :feed-up, feedback, dan feed-forward.

Data from the questionnaire also showed that 68% of students felt an increase in learning motivation after receiving feedback from PPG students. This is due to feedback that not only focuses on mistakes, but also appreciates students' efforts, which encourages them to keep trying and improving themselves. The students feel more motivated to learn and actively participate in learning because they feel supported by PPG students. Feedback that is supportive and acknowledges student effort contributes to increased intrinsic motivation, which encourages students to keep trying and

developing. A total of 62% of teachers stated that students showed improvement in skills, both in cognitive and non-cognitive aspects, after receiving feedback from PPG students. Skills such as critical thinking, involvement in discussions, and the ability to work on tasks more thoroughly have been seen to improve. This indicates that the feedback provided not only helps students understand their mistakes, but also encourages them to think more analytically and critically in working on the next tasks. Van Doorsselaere, (2021); van der Zanden et al. (2020) research confirms that process-oriented feedback not only improves academic outcomes but also develops higher-order thinking skills such as analysis and evaluation. Thus, the feedback provided by PSTs helps students develop critical and independent thinking skills.

The survey results showed that 70% of students were satisfied with the feedback given by PPG students, especially if the feedback was specific and provided improvement solutions. This level of satisfaction shows that students appreciate when PST take the time to provide detailed and relevant feedback to their needs. Feedback that students perceive to be relevant helps them feel more confident in overcoming learning difficulties. The concept of feedback literacy from Carless & Boud, (2018) explains that the effectiveness of feedback depends not only on the giver, but also on the recipient. Students who find feedback useful are more likely to use it to improve their learning. Therefore, ensuring that feedback is clear, relevant, and actionable is an important factor in increasing student satisfaction. From the data collected, 57% of teachers reported that the overall academic performance of students showed a significant improvement during the FEP period. The feedback provided by PST is one of the key factors that encourage students to improve their assignment results and assessme Shute (2008) research confirms that effective feedback can directly improve students' academic performance , especially if the feedback is provided consistently and in an easy-to-understand format. By receiving concrete feedback, students can apply improvements directly to subsequent assignments.

This study demonstrates that the feedback provided by PST during FEP has a significant positive impact on students' understanding, motivation, and academic performance. Theories from Hattie & Timperley (2007), Deci & Ryan (2000), as well as studies by Shute (2008b), Van Doorsselaere (2021), dan Carless & Boud, (2018b) support these findings. To enhance the effectiveness of feedback given by PST, it is necessary to incorporate feedback skills training in the PST curriculum, integrate technology in feedback practices, and adopt a personalized feedback approach tailored to students' needs. Overall, this study highlights that the feedback provided by PST has a significant positive impact on student learning development at school. The figures obtained from this study show that both students and teachers benefit from the quality of the feedback provided, which ultimately improves students' understanding, motivation, and academic performance. These findings reinforce the importance of PST training in providing effective feedback as an integral part of their training program. This study shows that feedback provided by PSTs during FEP has a significant positive impact on students' understanding, motivation, skills, and academic performance. By improving the quality and effectiveness of feedback, PSTs can play a greater role in supporting students' learning development. Therefore, feedback skills training and a more systematic approach to providing it should be an integral part of PST training programs.

## CONCLUSION

**Fundamental Finding :** This study highlights the varying levels of feedback proficiency among PPG students during FEP, categorizing them into high, medium, and low proficiency groups. Students with high proficiency provide constructive, specific, and personalized feedback, whereas those with medium proficiency tend to offer less detailed feedback. Conversely, students with low proficiency struggle to give meaningful insights, limiting the impact of their feedback on student learning. The research also identifies key factors that influence feedback quality, including prior experience, mentorship, comprehension of feedback theory, time availability, and school support. These findings underscore the need for structured training programs that enhance feedback literacy among PPG students. By addressing these factors, institutions can help future educators develop stronger feedback skills, ultimately improving student engagement, motivation, and academic performance. This study reinforces the crucial role of effective feedback in education and emphasizes the need for ongoing mentorship, structured training, and institutional support to ensure that future teachers can deliver high-quality, impactful feedback in real-world classroom settings. **Implication :** The findings highlight the necessity of intensive training and continuous mentorship to enhance PPG students' pedagogical competencies, particularly in delivering effective and constructive feedback. This study underscores the importance of refining the PPG curriculum to equip students with essential feedback skills, ultimately improving student learning outcomes. **Limitation :** This study is limited by a relatively small sample size and a specific research context, which may not fully represent conditions in other educational settings. The findings should be interpreted within these constraints. **Future Research :** Future studies should consider expanding the sample size and exploring more innovative feedback training approaches. This may include training programs in the use of technology and interactive methods to better prepare PPG students to deliver meaningful feedback in a variety of educational contexts.

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