



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).

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