English Teachers' Perspective on Feedback in Merdeka Curriculum

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Article Information	Abstract
	This study aims to investigate teachers' perspectives on feedback in English language learning, especially in the Merdeka Curriculum. Three English teachers who teach at Junior High School were interviewed regarding their perspective on feedback, challenges in implementing feedback, and their views on the role of feedback in emphasizing the values of Pancasila Student Profile. A simple qualitative method was used in this study. The procedure includes data collection, data reduction, data display, and conclusion Miles et al. (2014) were used in this study. The study results show that teachers had a positive perspective on feedback; teachers stated that students' improvement, motivation, and progress are the main reasons they provide feedback. The teacher considered that the choice of words is essential in giving feedback. Meanwhile, time limitations are an obstacle for teachers in providing feedback. Also, teachers agree that feedback emphasizes the value of student independence by emphasizing students to be more independent in their respective learning processes. Also, teachers stated that feedback trains students in critical thinking as well as giving students the opportunity to make better progress and avoid making the same mistakes in their learning.

Abstrak

Penelitian ini bertujuan untuk mengetahui perspektif guru terhadap *feedback* dalam pembelajaran bahasa Inggris, khususnya dalam Kurikulum Merdeka. Tiga guru Bahasa Inggris yang mengajar di SMP diwawancarai mengenai pandangan mereka terhadap feedback, kendala dalam menerapkan feedback, dan pandangan mereka tentang peran feedback dalam menekankan nilai-nilai Profil Pelajar Pancasila. Metode kualitatif digunakan dalam penelitian ini. Prosedur penelitian meliputi pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan dari Miles et al. (2014) digunakan dalam penelitian ini. Hasil penelitian menunjukkan bahwa guru memiliki perspektif positif terhadap *feedback*; Guru menyatakan bahwa peningkatan, motivasi, dan kemajuan progres siswa adalah alasan utama mereka memberikan *feedback*. Guru menilai bahwa pemilihan kata sangat penting dalam memberikan *feedback*. Sementara itu, keterbatasan waktu menjadi kendala guru dalam memberikan *feedback*. Selain itu, guru juga sepakat bahwa *feedback* menekankan pada nilai kemandirian siswa dengan menekankan siswa untuk lebih mandiri dalam proses pembelajarannya masing-masing. Selain itu, guru menyatakan bahwa *feedback* melatih siswa berpikir kritis serta memberikan kesempatan kepada siswa untuk mencapai kemajuan yang lebih baik dan menghindari kesalahan yang sama dalam pembelajaran mereka.

INTRODUCTION

Feedback is part of the assessment that helps students improve their learning. It provides opportunities for students to progress better and faster during learning. In language learning, feedback becomes essential; it helps students maximize their language skills (Hamid & Romly, 2021; Putri et al., 2021). By providing feedback, students know what they have to do; it gives students a more precise vision regarding future learning plans (Alqahtani & Al-Enzi, 2011). In addition, feedback allows students to get to know themselves further in learning. Even though feedback still relies on the teacher, indirectly, it gives students the opportunity to reflect on their learning, which is not the same from one student to another. In this case, students can be more aware that every student has a different journey and learning. Moreover, the student himself is the one who is responsible for his learning. In line, Hattie and Timperley (2007) and Putri et al. (2021) support that by providing feedback students become more independent in learning. At this point, students learn to control and monitor their learning. Moreover, Putri et al. add that feedback gives students 'awareness' of their learning progress, with that students have an awareness of what they should do. Thus, students know their strengths and weaknesses in themselves (Harnin et al., 2022). Furthermore, students' weaknesses can be minimized, and their strengths can be increased as their strengths. To conclude, in this case, students learn a lot by recognizing themselves through feedback.

Feedback is part of the learning process, which happens along the learning process. The teacher does not only provide feedback at the end of learning but also during the learning process because feedback is part of the assessment. The assessment is carried out throughout the lesson. Feedback is part of student-centered interactive learning (Kamran et al., 2023). Feedback allows students to learn from experiences not only from teachers but also from peers. Thus, feedback is an essential part of formative assessment; besides that, it is also part of assessment for learning. By providing feedback, students are given the opportunity to reflect and make better improvements (Lim & Renandya, 2020). Also, feedback helps students to achieve goals in their learning process.

Moreover, as a part of assessment for learning which emphasizes process, at this point students learn through the processes they do in class (Hamid & Romly, 2021). In this case, feedback is an important factor in the improvement of each student's step-in learning. Moreover, with feedback students enjoy the process more and practice harder from the mistakes they have made (Hattie & Timperley, 2007). Even though students were told their mistakes, this case did not have a negative impact on students' views of feedback (Khairani & Refnaldi, 2020). Moreover, Putri et al. (2021) state that feedback that is positive and delivered properly can improve good relations between students and teachers. Thus, it can be seen that students have good perspective on feedback.

Besides students, teachers also have a good view of feedback. Teachers argue that feedback helps students improve their learning (Lim & Renandya, 2020; Poorebrahim, 2017). A study conducted by Harnin et al. (2022) found that teachers were having positive view towards learning feedback. Teachers mentioned that feedback motivated students to be more active in the class and encouraged them to communicate with the teachers, even through online learning. Teachers saw feedback as a step closer to communicating with each student in a more specific way. Yet, teachers felt challenged when it came to the time and internet terrible connection in online learning. Related to this, correction feedback took more time than oral feedback. Further, some students also did not pay attention to the feedback given by the teachers. Therefore, those students tend to avoid repeating the same mistake repeatedly. In line with this study, another study

also found similarities in teachers' feedback practices. Khairani and Refnaldi (2020) added that time consumption made the teachers choose oral feedback over written feedback. At this point, they highlighted that teachers use feedback as a habit. Teachers often use feedback as a motivation to the students during learning, and compliments are one of the favourite feedback items done by the teachers. Further, teachers tend to do correction feedback rarely. The correction feedback is only given when students face difficulty during learning. Moreover, related to the challenges, Hamid and Romly (2021) mentioned that if giving feedback online, the internet connection is indeed an obstacle, and apart from that, student participation is also a consideration. In this case, the teacher was trying to make feedback as motivational material and a medium to invite students to be more active so that the choice of words in giving feedback is a consideration. This was also agreed upon by Al-Bashir et al. (2016), who added that feedback should make students more motivated instead of feeling down. Thus, teachers should provide feedback with a positive impact.

Based on the elaboration above, feedback is a part of the assessment for learning and formative assessment, which supports the Pancasila Student Profile in the Merdeka Curriculum. In this regard, several studies have focused on feedback, especially regarding the positive impact of feedback on learning and the positive perspective of feedback. However, there is a lack of evidence regarding studies that emphasize the teacher's perspective on feedback, especially under the Merdeka Curriculum, considering that this curriculum was only launched in 2022 and emphasizes the values of the Pancasila Student Profile. Thus, this article discusses teachers' perspectives regarding the implementation of feedback in the Merdeka Curriculum and the role of feedback in supporting the implementation of the values of the Pancasila Student Profile in English Learning.

LITERATURE REVIEW

Feedback

Feedback is input or reaction given to students in the learning process. Feedback can be done orally or in writing form. Providing feedback can be done throughout learning. The feedback given by the teacher will give students an idea of the learning or work they have created. By providing feedback, students have a clear vision for the improvements they need to do (Alqahtani & Al-Enzi, 2011). Feedback gives students the opportunity to learn more independently about their own progress (Hattie & Timperley, 2007). With feedback, students are more actively involved in learning in class. In addition, providing feedback gives students the opportunity to better recognize weaknesses that they need to overcome and strengths that need to be improved in learning. Moreover, feedback in language learning is an important thing to implement. Providing feedback in language learning helps improve students' language skills (Hamid & Romly, 2021).

Pancasila Student Profile

Merdeka Curriculum, which was launched in 2022, places emphasis on 21st-century learning and the Pancasila Student Profile. This is done to prepare students in their readiness to compete in future careers in global competition. What is emphasized in the Merdeka curriculum is not only academic learning. However, this curriculum also emphasizes character education as citizens, as well as 21st century learning skills to compete globally. The Pancasila Student Profile is emphasized through learning in class or outside the classroom. The points emphasized in the Pancasila Student Profile include faith in God, independence, critical thinking, creativity, global

diversity, and collaboration (Satria et al., 2022). Thus, in learning, teachers are expected to insist on the value of the Pancaasila Student Profile in class.

METHODS

This study implemented a simple qualitative method. The qualitative analysis emphasizes the occurrence of phenomena in a society, community, or institution. Qualitative research explains data based on descriptions in the form of explanations of words. In this case, this goal is in accordance with the direction of qualitative research, namely, to investigate the teachers' perspective of feedback in English Learning. To support this, Vanderstoep and Johnston (2009) state that qualitative research aims to explore phenomena that occur so that they can be represented in the results in the form of an analysis of descriptions in sentences. Three English teachers were involved in this study, all three of whom have taught at school for at least one year. Moreover, the subject was chosen because the three teachers are still actively teaching today and implementing feedback while teaching English in the Merdeka Curriculum. By involving teachers who implement feedback, the data obtained will be in accordance with the objectives of this study. Thus, the teachers involved provide honest answers and are by their practice in class. Further, the subjects in this study were later referred to as T1, T2, and T3, presented in Table 1 below.

Table 1. Teachers' General Information

Subject	Years of Teaching	Level of Institution	Frequency of Giving Feedback
T1	12 years	Junior High School	Very often
T2	3 years	Junior High School	Often
T3	1 year	Junior High School	*Very often*

Moreover, to obtain the specified data, interviews were conducted in this study. The researcher used open-ended questions to gather information about teachers' perspective of feedback. Moreover, the questions given totalled twenty items of questions related to the teachers' implementation of feedback, level and type of feedback, challenges in implementing feedback, the insist of Pancasila Student Profile in the feedback. The dimensions emphasized in the interview guide instrument are adapted from Hattie and Timperley (2007); Satria et al. (2022). Further details regarding the dimensional specifications used in the instrument can be seen in table 2 below. Regarding data collection, the procedure of Miles et al. (2014) was implemented in this study. This procedure includes data collection, followed by data reduction, data display, and drawing a conclusion.

Table 2. Blueprint of Teachers' Interview Guide

No	Dimension	Indicator	Number of Question
1	Feedback Implementation	The Implementation of Feedback in Class	1,2,3,4,5,6,7,8,9,10
		Type of Feedback	
		Challenges of Giving Feedback	
2	Perspective on Feedback	Teachers' Perspective on Feedback	11,12,13,14,15
3	Role of Feedback in Pancasila Student Profile	The Role of Feedback to Support Pancasila Student Profile	16,17,18,19,20

RESULTS AND DISCUSSION

Teachers' Perspective on Feedback in English Learning

There are three subjects were interviewed separately at different times. They were interviewed about their perspective on feedback in English learning. In this case, the three teachers gave a similar reaction, that is, they have a positive view of giving feedback in class, as can be seen in the data below.

T3: "Feedback is something that I cannot pass up. Feedback is very important. I usually give feedback both during learning and after the test. I give verbal and written feedback depending on the material."

In the presentation of T3 above, the teacher had a good perspective on feedback. This can be seen from the teacher's perspective of feedback. Also, this response is the same as T1 and T2, who added that they conduct feedback during learning for their students. The teachers often provide this to students during learning or after the learning process. Moreover, the teacher emphasized that feedback is critical, and even T3 explained that feedback will be provided in every lesson. Thus, from the presentation of the subjects above, the teacher has a positive perspective, and they provide feedback both orally and in writing. In this case, the teacher is more inclined towards verbal feedback. Even so, the teacher will usually provide written feedback at the end of the lesson. Giving feedback is adjusted based on the material and the needs of students.

The opinions given by the teachers are in line with the findings from Chan and Luo (2022), who stated that teachers with a positive perspective of feedback tend to consider the impact of improved feedback. This is what causes them to insert feedback in learning. Hamid and Romly (2021) also expressed the same thing and found that teachers often provide feedback, especially on writing assignments with written feedback. In this case, the teachers will adapt to the needs of each student. Related to the types of feedback given by the teachers, Poorebrahim (2017) argued that it is based on the material and the students' needs. By providing feedback, the teacher feels that students are progressing better in learning. The same thing applies to online learning. Harnin et al. (2022)found that the teacher still provides feedback even in online learning. In this case, the teachers' favorable view of feedback encourages them to provide feedback even in online learning. Teachers with a positive view of feedback recognize the importance of feedback for their student's needs and learning (Lee et al., 2017).

Apart from teachers' positive perspective on feedback, the interview also investigated the reasons that emphasized teachers to give feedback to their students during learning.

T1: "Feedback provides an opportunity for students to realize where their mistakes are in learning. Thus, students can fix it. Students also understand what is right and what is not. So, in the future students tend not to repeat the same mistakes again."

T3: "Giving feedback makes students understand themselves further. They understand what needs to be improved. Students understand their strengths and weaknesses. As well as knowing whether what they are doing is on the track or not. With feedback students understand what is expected in learning, this affects their improvement. They get better after being given feedback."

Based on the presentation of T1 and T3 above, it can be seen that students experienced improvement after receiving feedback. Teachers mentioned that this is because they know their mistakes, they are also given correction so that, in the future they tend not to do the same thing. It had a good impact on student learning progress. In addition, by knowing what went wrong in their learning, students became more aware of what they are doing. They adjusted to the expectations set in learning, so that they progress in a better direction.

The teacher's feedback made the students experience good changes in learning (Poorebrahim, 2017). In addition, by knowing their mistakes, feedback played an essential role in student improvement. In this case, Al-Bashir et al. (2016) and Tosuncuoglu (2018) add that students better understand what is lacking in their learning so that in the future, improvements will indirectly contribute to students' learning outcomes. Apart from that, feedback allows students to get to know themselves better; students are more independent in monitoring their learning (Umar, 2018). Regarding the positive impact of feedback on students' awareness of their mistakes in learning, Putri et al. (2021) found that students consider feedback necessary. Thus, they had a good perspective on this matter. With feedback, students become more aware of their mistakes. In addition, teachers also had additional opinions that feedback also provides a strong impetus for students to be more motivated and eager to contribute more in class.

T1: "Students become more motivated and excited when they are given feedback. If the teacher does not provide feedback, sometimes students are less motivated because they think that their work may not be checked. By providing feedback, students feel that their assignments are being cared for by the teacher, this makes them excited. In addition, students also become more active in learning.

The teachers' statements above show that providing feedback influenced students' motivation and activeness in learning. T1 also added that students tend to be more enthusiastic after receiving feedback because they felt the teacher knew their progress and what they are working on. Thus, they tend to did their best and continue to progress. This shows that feedback is good for student self-evaluation and influences student enthusiasm and motivation during learning. In line, McAlpine (2002) agrees that feedback is a communication step between teachers and students. In this communication, students will become more motivated because they feel the teacher is in their learning process. In addition, Putri et al. (2021) also found that students thought that the feedback given by the teacher had a positive motivational impact on student enthusiasm. Students consider this progress is very positive and encourage them to contribute better during learning. In line with this, Muhayyang and Ariyani (2022) also found that students are more motivated to improve themselves after receiving feedback. This is obtained because students know their mistakes and have a sense of being better in the future.

The Challenges Found by the Teachers in Giving Feedback

Feedback is an essential part of learning process to emphasize in class. Even though the teacher often provided feedback in class, the teacher still found challenges in direct implementation. These challenges are not big issues, depending on the feedback given. However, these challenges do not make the teacher eliminate feedback in learning.

T3: "If verbal, feedback does not take time. But if writing, yes. Usually, this happens when a student's grades fall, so extra time is required when giving feedback. Feedback must be given as soon as possible so that students are still well connected with the material, sometimes this takes time."

T1: "Feedback does not take time. There are no major obstacles when giving feedback. Usually only the choice of words must be considered. You must choose words carefully so as not to make students unmotivated or down."

T2: ""There are no significant obstacles when giving feedback. Just a short one."

The three teachers' statements above show that they should have regarded feedback as taking up much time. They argued that, although writing feedback is more time-consuming, it is not a significant obstacle. In this case, the teacher emphasized that the feedback could be brief. Precisely better feedback that is short but right on target. This is so that students quickly

understand their mistakes. If the feedback is shorter, students will get bored quickly. Related to this, Harnin et al. (2022) found that time management is essential in feedback. The teacher felt that time was a constraint, but that did not dampen the implementation of feedback in class. Further, feedback is divided into positive and negative depending on what the teachers consider. Positive feedback focuses more on praise and motivates students' self-confidence. At the same time, negative feedback is more related to providing input to student learning so that students can learn from it (Alqahtani & Al-Enzi, 2011). However, it does not mean that negative feedback gives inappropriate sentences to students. In this case, the sentence becomes a consideration that students must pay attention to. This is because sentences that are not good and less motivating will make students unmotivated. Thus, even though the teacher intends for students to know mistakes in their assignments, the teacher should still use good, positive word choices and keep motivating students.

The Role of Feedback to Support the Implementation of Pancasila Student Profile

The learning in the Merdeka Curriculum does not only emphasize the academic learning process, but also emphasizes students' readiness to compete globally in their future career. Thus, in learning the emphasis is on 21st century learning and the Pancasila Student Profile (Rizki & Fahkrunisa, 2022). The Pancasila Student Profile emphasizes students to have a good character also as a citizen. The values of the Pancasila Student Profile are related to faith in God, global diversity, collaboration, creativity, critical thinking, independence (Satria et al., 2022). These six values are expected to be emphasized both in learning, P5 projects, and outside of learning in the school environment. The emphasis on the Pancasila Profile can be done in student-centered or interactive learning, which involves students actively in class. Apart from that, it can also be emphasized through project-based learning, namely PjBL. As project-based learning emphasizes creativity, critical thinking, collaboration and communication skills (Aksela et al., 2019; Alawi & Soh, 2019; Kurnisar et al., 2023; Rasyid & Khoirunnisa, 2021). Furthermore, emphasis on the Pancasila Student Profile can also be done in a simple process, namely providing feedback. This was conveyed by the teacher through the following statement.

T1: "I agree that feedback supports students to become more independent. Students are more aware of their own learning process."

The statement conveyed by T1 emphasized that feedback encourages students to become more independent in their respective learning processes. Additionally, T2 supports it by emphasizing that feedback made students engage more actively in class. The teacher emphasized that feedback was given personally. Thus, feedback from one student to another will be different. Teacher add that students had positive perspective towards feedback, students felt that the teacher appreciates what they do, so they put more effort into making positive improvements in learning. Lim and Renandya (2020) emphasized that feedback in learning positively emphasizes student progress. Moreover, Putri et al. (2021) added that feedback provides an opportunity for students to be more aware of their learning progress independently. By providing feedback with positive words and motivation, it makes students more actively involved in class (Harnin et al., 2022; Khairani & Refnaldi, 2020). They will feel more appreciated and more responsible for their learning. Moreover, students make more progress in a positive direction and avoid making the same mistakes.

Apart from emphasizing students to be more independent and aware of their own learning, feedback also emphasizes other Pancasila Profile values, namely critical thinking. Critical thinking is related to think critically in problem solving. In this case, students practice critical thinking and long-term thinking about the problems they have. Feedback is one small step

that can train students to think critically, this was expressed by the teacher in the interview results below.

T3: "The feedback I give is sometimes not very detailed. For example, I gave a code in the form of a circle to the descriptive text that the students were working on. So, students will reflect and think critically to revise and improve their work."

Based on the explanation from T3 above, it can be seen that the teacher emphasizes that students think critically when providing feedback. In providing feedback, teachers did not provide details of mistakes and improvements that students must make. However, the teacher provides several codes, such as circles or underlines, so that students will reflect on the learning material that has been discussed. T2 added that providing feedback that provokes students to think critically will make them learn and think more critically to improve their learning. By providing feedback, students learn to plan the learning they will do. Students will have a clearer vision when they get feedback regarding their learning (Alqahtani & Al-Enzi, 2011). In addition, by emphasizing students to think critically about the feedback they receive, students will learn to better remember the mistakes they have made. Feedback makes students avoid making the same mistakes in learning (Hamid & Romly, 2021). Therefore, it can be seen that providing feedback that can stimulate critical thinking will give students emphasis to think more critically and avoid making the same mistakes repeatedly, as well as giving students a clearer vision for their learning.

CONCLUSION

Teachers had a good perspective on feedback in English learning. Teachers stated that it is essential to provide feedback on learning. They provided feedback to students orally and in writing. The type of feedback depends on the material and the needs of students. Meanwhile, teachers realized the importance of feedback for student improvement, which is their primary basis for providing feedback. Teachers thought that feedback gave students an overview of their learning. Thus, students knew what they needed to improve in the future. Students knew their strengths and weaknesses. Furthermore, teachers believed that feedback motivates students to progress and be more active in class. The reason is that students felt that their teacher supported and read their assignments, so they were eager to revise their mistakes and improve their learning. There were no big obstacles as long as the teacher provided feedback, but it took a little extra time when teachers had to provide written feedback. Meanwhile, teachers viewed word choice as necessary in feedback so students did not feel down. Further, teachers agreed that feedback supports students to emphasize the value of independence and critical thinking in the Pancasila Student Profile. Feedback allowed students to be more responsible and independent in their learning. Also, feedback stimulated students to think critically to improve their work and learning.

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