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## **The Relationship Of Provision Of Structured Assignments And Feedback On The Students Of Indonesian Learning Outcomes In Class X SMA 15 Maluku Tengah**

**Wa Mirna**

Institut Agama Islam Negeri (IAIN) Ambon, Indonesia

\*Corresponding Author

Email : [mirnaimkary@gmail.com](mailto:mirnaimkary@gmail.com)

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### **Abstract**

*This study aims to determine whether there is a relationship between giving structured assignments and feedback on student learning outcomes in class X-4 SMA Negeri 15 Maluku Tengah on Indonesian language skills. This research is quantitative descriptive. The population of this study were students of class X-4 SMA Negeri 15 Maluku Tengah, amounting to 33 people. The results showed that the relationship between giving structured assignments and feedback on Indonesian language learning outcomes for X-4 graders of SMA Negeri 15 Maluku Tengah was satisfactory. This is evidenced by the number of respondents' answers to the questionnaire with a presentation of 70%-89%. The application of structured tasks with feedback can improve student learning outcomes. This has been proven by researchers in class X-4 students at SMA Negeri 15 Maluku Tengah. The results obtained based on the df value of 31 which was converted to rtable at a significance level of 5% obtained a price of 0.355, while at a 1% significance level a price of 0.456 was obtained. Test criteria: if  $r_{count} > r_{table}$  then  $H_a$  is accepted and  $H_0$  is rejected, otherwise if  $r_{count} < r_{table}$  then  $H_a$  is rejected and  $H_0$  is accepted. It turns out that  $r_{xy}$  which is 0.74 is bigger than  $r_{table}$ . Because  $r_{xy}$  is greater than  $r_{table}$ , then  $H_a$  is accepted and  $H_0$  is rejected. Based on the interpretation that is matched with the results of the calculation of the correlation index number "r" product moment with a large  $r_{xy}$  (0.74) whose magnitude lies between 0.70 - 0.90. This means that the relationship between giving structured assignments and feedback on Indonesian language learning outcomes for class X SMA Negeri 15 Maluku Tengah students has a strong correlation, with a contribution of 54.76%. This shows that there is a relationship between giving structured assignments and feedback that has a positive effect on student learning outcomes.*

**Keywords:** *structured task, feedback, SMA Negeri 15 Maluku Tengah*

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## **INTRODUCTION**

Basically, education can be seen as a process as well as a goal. Both of these can be interpreted as a process of human interaction in an effort to prepare students and efforts to improve the quality of education that lasts a lifetime. This basic assumption has been stated in Government Regulation Number 47 of 2008 concerning compulsory education which views education as a process in society to achieve the realization of a complete human being that lasts a lifetime. Educational outcomes are considered of high quality if students have knowledge, skills and attitudes that are useful for further development and form a logical, critical, careful, creative and disciplined attitude. High quality can be achieved if the process in learning activities is carried out really effectively for the achievement of abilities, skills and attitudes of students (Sartika Abdullah, 2019)

The target of education lies in the teaching and learning process that involves educators and students, because the teaching and learning process is the spearhead of the education system. The success of education is very dependent on the element of implementing the education itself, namely the teacher. Teachers directly influence, foster and develop students' abilities to become intelligent, skilled and highly moral human beings. Therefore, the teaching system used by the teacher must be in accordance with the needs of the material being taught, the teacher must also be able to develop skills in the teaching and learning process as much as

possible in order to improve the quality and achievement of student learning (Mesra Damayanti, 2016)

In the teaching and learning process, it is the teacher who delivers lessons, solves problems that occur in the classroom, makes evaluations of student learning, both before and in progress and after the lesson takes place. To play a role and carry out these tasks, a teacher is expected to have high professional abilities. In this case, in order to know their students well, teachers need to have the ability to make a diagnosis and to know well the most effective ways to help students grow according to their respective potentials.

Teachers have a duty to encourage, guide, and provide learning facilities for students to achieve goals. Teachers have a responsibility to see everything that happens in the classroom to help the process of student development. In detail, the teacher's task is centered on educating with an emphasis on providing direction and motivation for achieving goals both short and long term, providing facilities for achieving goals through adequate learning experiences, and helping the development of personal aspects such as: attitudes, values, and adjustments. themselves (Slameto, 2013).

In addition to having the main task as a teacher, teachers should evaluate and provide feedback on the learning process in the classroom, so that teachers can direct their students better and teachers can plan future learning more effectively (Ety Sofyatinigrum, 2019). This is supported by the Regulation of the Minister of Education and Culture Number 22 of 2016 concerning the Standards for the Primary and Secondary Education Process, which states that in the closing activity, the teacher and students both individually and in groups reflect to evaluate the entire series of learning activities, provide feedback on learning processes and outcomes, as well as carrying out follow-up activities (Kemendikbud, 2016). On another page it is written, in preparing the RPP, the following principles should be considered: The provision of feedback and follow-up to the RPP contains a program design for providing positive feedback, strengthening, enrichment, and remedies (Kemendikbud, 2016).

The use of feedback is learning that invites students to accept input so that they are able to criticize their own opinions, correct misunderstandings, without hurting their self-esteem. Another thing that is no less important is the motivation of the teacher, which makes students feel competent; students are challenged to move forward slightly from their current level of development. This is in accordance with the opinion of Anatole France (in Bellen, et al, 2010); that nine tenths of education is encouraging.

The feedback function according to Buis in Windarsih (2016) is (1) warning; (2) strategy improvement; (3) informational; (4) communication; (5) motivation. To implement meaningful feedback, teachers must pay attention to the principles of (1) provide feedback as soon as possible; (2) provide specific feedback; (3) provide feedback according to the child's developmental level; (4) provide rewards along with positive feedback; (5) help students to stay focused on the process not on the results (Kulhavy & Stock, in Lestariningsih, 2014).

The way that teachers can do in providing feedback on student assignments is that the teacher provides feedback by checking assignments and including comments or warnings on the results of student work. Giving feedback can also be done with direct discussion, namely the teacher asks students to present the results of their work. After that, the teacher then provides corrections or comments about the assignment. The tasks given by the teacher can be in the form of assignments, namely structured assignments that aim to find out the extent to which students understand the concept of Indonesian language subjects.

Giving structured assignments is a form of assessment carried out by giving certain tasks to students after the teaching material is explained. It is intended that with these assignments students can carry out learning activities effectively. The task consists of a set of

questions arranged in such a way according to the learning indicators to be achieved in classroom learning activities (Nur Alifah, 2018).

Based on information obtained from interviews conducted by researchers with Indonesian language teachers in class X-4 SMA Negeri 15 Maluku Tengah, it was found that student learning outcomes for the 2019/2020 school year, in Indonesian language skills based on learning completeness standards that reached a minimum score of 70 were only around 40. % of students and 60% of students take remedial, one of the reasons is that students do not understand the basic concepts of Indonesian language skills subject matter. Further observations revealed that in addition to not understanding the basic concepts of Indonesian language skills, students also lacked understanding of working on practice questions. This is due to the lack of feedback given to the answers to the questions that have been done. Seeing the above phenomenon, one of the efforts that can be done to overcome it is to provide stimuli that can generate the potential and creativity of students by applying various teaching methods so that students are motivated, interested and easy to accept lessons so as to improve student learning outcomes. For this reason, the researcher wants to apply a structured assignment with feedback on Indonesian language learning outcomes with language skills material for class X-4 students of SMA Negeri 15 Maluku Tengah.

Language skills material is one of the subjects in Indonesian language subjects which require skills and require a fairly high level of student understanding and analysis, so the teacher must be able to choose strategies or methods that can assist students in solving problems related to the material being taught. So, to determine the level of student mastery of the subject matter, the teacher needs to provide feedback both classically and individually in the form of giving structured assignments that affect student learning outcomes.

Giving structured assignments as one of the Indonesian language learning methods is expected to improve student learning outcomes, because the provision of structured assignments can motivate students to learn, encourage students to find and process the assigned tasks themselves. In addition, it provides opportunities for students to develop their ability to think creatively which is then expected to improve students' abilities in the learning process. It is intended that students have mental skills in completing the tasks given so that they are trained to think systematically, logically, thoroughly and regularly. Sabri (2005) states that giving assignments and recitations is not the same as homework, it is much broader than that. Assignments can be carried out at home, at school, in the library, and elsewhere. This is in line with the opinion of Ahmadi (2005) which suggests that the method of giving learning assignments is a method in which students are given assignments outside of class hours.

In learning Indonesian, the provision of structured assignments is carried out by giving simple questions, then students are given questions that are somewhat difficult to complex questions related to the material being studied. This is in line with the principles of learning psychology proposed by Rusyam (1989) that learning must follow the principles of psychology. Bahri (2006) states that giving structured assignments has several advantages, namely: providing opportunities for students to do exercises and study on their own, structured assignments can stimulate students to learn more, structured assignments can convince students more about what is learned from the teacher, This task can give students a sense of responsibility and discipline, this task can give students the habit of finding and managing their own assigned tasks. Feedback is a very important variable in teaching and learning activities. Feedback provides corrective information to learners. Thus, students can find out the level of mastery of the subject matter.

This corrective information can improve student understanding, therefore feedback needs attention. Dahar (1989) suggests that students should get feedback about their performance, which indicates whether they know or do not understand what has been taught.

This feedback can provide reinforcement to them for a successful performance. Classical feedback is directives or discussions to students on the answers to questions that have been done, both those answered correctly and those answered incorrectly by students. According to Silverius (in Tarran, 2002) one of the main functions of providing feedback is a communication function, giving feedback is a communication effort between students and teachers. The teacher gives an explanation of the student's work and together with the students review the answers to the questions, both those answered correctly and those answered incorrectly by the students.

Teachers can provide feedback or improve student learning processes in two ways, namely individually and classically. This is so that students can find out where their mistakes are independently or classically (fellow students and teachers) when the learning process is in progress.

Giving structured assignments with classical and individual feedback is a learning model that can be applied by a teacher in the teaching and learning process, by providing feedback on a given task can increase student activity because students can re-learn the tasks that have been checked so that they can find out where the error is. . The essence of classical feedback is directing students or providing discussions together in class on the answers to questions that are answered correctly or answered incorrectly by students. With this classical feedback students can communicate directly with the teacher about the questions that are considered difficult. In contrast to classical feedback, individual feedback is that the teacher provides explanations and comments on the answers to questions or student work so as to provide opportunities for students to check the steps they have taken in solving the questions.

Individual feedback is to provide explanations and comments on the answers to questions or student work on each student's answer sheet. Sudarto (2000) states that the results of student answers are assessed and given feedback with a description of the justification of answers that are easy for students to understand, for the location of the error in answering the question or the location of the conceptual error is explained by giving notes on the student answer sheet and after giving feedback should conduct interviews to be able to find out where the most basic student learning difficulties are, so that they can be used as material for follow-up improvements to the next learning. This is in line with what was stated by Bahri (2005) which states that every task that has been completed by students is given a number (score) the teacher should distribute to each student in order to know their work performance.

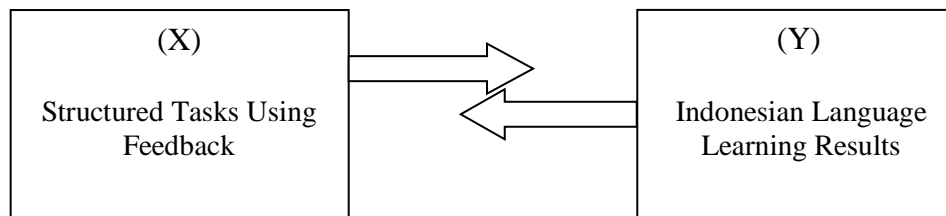
Based on the description above, it is very important to give structured assignments using feedback with the aim that students obtain optimal learning outcomes. These two things certainly have a relationship in improving the quality of teacher teaching in the classroom. If the teacher does not tell students about their learning outcomes, then students cannot know their mastery, abilities, and progress in learning. Thus, researchers are interested in the relationship between giving structured assignments and feedback on Indonesian language learning outcomes for students in class X-4 SMA 15 Maluku Tengah.

## **RESEARCH METHODS**

This research is a quantitative descriptive research that is a research method that is inductive, objective, and scientific. The data is obtained based on the numbers (scores) that are assessed and analyzed statistically (Sugiyono, 2007). This research was conducted at SMA Negeri 15 Maluku Tengah in class X-4 students, totaling 33 people. The variables in this study consisted of two independent variables and dependent variables. The independent variable is a structured task using feedback (X) with a score indicator obtained in answering each question contained in the questionnaire list and the dependent variable is the Indonesian language

learning outcome (Y) with a structured task test score indicator with feedback formed in essay questions. .

The relationship between variables can be described as follows:



The research instrument used was an observation guide, a questionnaire interview guide (questionnaire) and a test (Arikunto, 2006: 166). The data analysis technique used quantitative descriptive analysis which was realized in the form of numbers using statistical formulas. This is intended to determine the correlation between the relationship of giving structured assignments using feedback and learning outcomes of Indonesian language students in class X-4 SMA 15 Maluku Tengah for the 2019-2020 school year.

The data analysis techniques can be explained in the following ways:

1) Finding Correlation Numbers

In looking for a correlation between the relationship between giving structured assignments using feedback (Variable X) and the results of learning Indonesian in class X-4 SMA Negeri 15 Maluku Tengah, the researchers used the Correlational Product Moment with the following formula:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

Information:

$r_{xy}$  = Correlation coefficient between variable X and variable Y

x = Total score of variable item X

y = Total score item variable Y

$x^2$  = The sum of the squares of the variable item scores X

$y^2$  = The sum of the squares of the variable item scores Y

xy = The sum of the results of the multiplication of each score from X and Y

N = Number of Samples

Product moment analysis is intended to find the point of correlation value between variable X and Variable Y whether it has a very strong, strong, sufficient, weak, or very weak relationship. After the value of  $r_{xy}$  is known, the writer gives an interpretation of the correlation index number "r" product moment. After knowing the relationship, then the interpretation of the data is carried out in two ways as follows:

- a) Provide an interpretation of the correlation index number "r" product moment simply by using the following guidelines:

Table 1. Guidelines for Interpretation of the "r" Product Moment Correlation Index Score

0,90 – 1,00	Between Variable X and Variable Y there is a very strong or very high correlation
0,70 – 0,90	Between Variable X and Variable Y there is a strong or high correlation
0,40 – 0,70	Between Variable X and Variable Y there is a moderate or sufficient correlation

0,20 – 0,40	Between Variable X and Variable Y there is a weak correlation
0,00 – 0,20	Between Variable 'X and Variable Y there is indeed a correlation, but the correlation is ignored (presumed non-existent)

b) Provide an interpretation of the correlation index number "r" product moment, by way of correlation in the table "r" product moment value. If this second method is used, then the procedure is successively as follows:

- 1) Formulate alternative hypothesis (Ha) and null hypothesis (Ho).  
 Ha = There is a relationship between variable X and Variable Y  
 Ho = There is no relationship between variable X and Variable Y
- 2) Testing the truth or falsity of the hypothesis that has been proposed, by looking at the "r" product moment table by first looking for the degree of freedom by using the formula as below:

$$Df = N - nr$$

Information:

Df = Degree of freedom

N = Number of cases

nr = The number of correlated variables

After that the results are matched with the coefficient value of "r" product moment, both at a significant level of 1% and at a significant level of 5%. If rcount is greater than rtable, then the correlation is considered significant or Ha is accepted and Ho is rejected. However, if rcount is smaller than rtable, then the correlation is not significant or Ho is accepted and Ha is rejected.

### 2) Looking for Determination Analysis

To find out how big the percentage of the relationship or contribution of the X variable (assigning structured assignments using feedback) and its relationship with the Y variable (Indonesian learning outcomes), then a determination analysis of the product moment correlation index ( $r_{xy}$ ) numbers that have been obtained is carried out.

The coefficient of determination can be found by the following formula:

$$KD = r^2 \times 100\%$$

Information :

KD = Contribution of variable X to variable Y

$r^2$  = correlation coefficient between variable X and variable Y

### 3) Searching for Questionnaire or Questionnaire Results

To find the results of the questionnaire, the author asked a number of questions regarding the relationship between giving structured assignments using feedback and learning Indonesian language outcomes for 33 students of class X-4 SMA Negeri 15 Maluku Tengah. Data and research results in the form of scores and score data are converted to values, with the formula:

$$\frac{F}{N} \times 100$$

F = Number of selected answers

N = Total score

100 = Fixed Number (Sudjana, 2009)

The percentage category used in analyzing the questionnaire data is with the following conditions:

90 – 100% = Very Satisfactory

70 – 89% = Satisfactory

- 55 - 69% = Quite Satisfactory
- 40 – 54% = Unsatisfactory
- 10 – 39% = Unsatisfactory (Nurgiyantoro, 2009: 345)

Then it is confirmed with the Benchmark Reference Assessment Guidelines (PAP) as follows:

Table 2. Guidelines for Assessment of Benchmarks (PAP)

Value Interval		Qualification
Number	Letter	
80 – 100	A	Very good
66 – 79	B	Good
56 – 65	C	Enough
40 – 55	D	Less
0 – 39	E	Fail

## RESULTS AND DISCUSSION

### 1. Results of Questionnaire Distribution

The results of the questionnaire distributed to 33 respondents regarding the provision of structured assignments using feedback with learning outcomes referring to 10 question items can be seen in the following table:

Tabel 3. Hasil Sebaran Angket Siswa Kelas X-4 SMA Negeri 15 Maluku Tengah

NO	Question	Total students Who Answered	
		Yes	No
1	Are you in the process of learning Indonesian the teacher always gives structured assignments?	30	3
2	Is it in giving structured assignments to teachers provides convenience in doing tasks?	33	0
3	Do you find it difficult while working assignments given by the teacher?	8	25
4	re you able to do the assignments given by the teacher is it in teaching and learning activities?	33	0
5	Indonesian Teachers always provide a good understanding of the material being taught?	33	0
6	Does the learning process take place if you do not understand the material, the teacher gives chance to ask??	27	6
7	Would you like it if the teacher gave you an assignment to do at home?	32	1
8	Do you feel bored or bored if the teacher tell you to do the task given in a short period of time (at least 3 days)?	2	31
9	Has the teacher ever helped you when having trouble doing assignments?	8	25
10	If the teacher asks you to present an assignment that It's been done, did you do well?	31	2

**Data Source: Field Research Results**

Based on the table above, it can be analyzed as follows:

- 1) Question no. 1 answered/voted Yes as many as 30 respondents = 91%, who answered/voted No as many as 3 respondents = 9%
- 2) Question no. 2 who answered/voted Yes as many as 33 respondents = 100%, who answered/voted No as many as 0 respondents = 0%

- 3) Question no. 3 answered/voted Yes as many as 8 respondents = 24%, who answered/voted No as many as 25 respondents = 76%
- 4) Question number 4 who answered/voted Yes as many as 33 respondents = 100%, who answered/voted No as much as 0 = 0%
- 5) Question number 5 who answered/voted Yes as many as 31 respondents = 93%, who answered/voted No as many as 2 respondents = 7%
- 6) Question no. 6 answered/voted Yes as many as 27 respondents = 81%, who answered/voted No as many as 6 respondents = 19%
- 7) Question number 7 who answered/voted Yes as many as 32 respondents = 96%, who answered/voted No as much as 1 = 4%
- 8) Question number 8 who answered/voted Yes as many as 2 respondents = 7%, who answered/voted No as many as 31 = 93%
- 9) Question no. 9 answered/voted Yes as many as 8 respondents = 25%, who answered/voted No as many as 25 = 75%
- 10) Question no. 10 answered/voted Yes as many as 31 respondents = 93% who answered/voted No as much as 2 = 7%

Based on the results of the questionnaire data analysis above, it can be seen that the percentage category achieved by the respondents is 70% - 89%. Thus, it can be concluded that the relationship between giving structured assignments using feedback and the learning outcomes of Indonesian students in class X- SMA 15 Maluku Tengah is satisfactory.

## 2. Descriptive Analysis Results

After the activity of giving structured assignments using feedback is carried out, then tests are carried out to determine learning outcomes. The test scores for learning outcomes can be seen in the following table:

Table 4. Study Results of Class X-4 SMA Negeri 15 Maluku Tengah

No	Numbers	Category	Frequency	Presentation
1	80-100	Very good	12	36,36%
2	66-79	Good	19	57,58%
3	56-65	Enough	2	6,06%
4	40-55	Less	-	-
5	0-39	Fail	-	-
		∑	33	100 %

Source: Processed data

Based on the table above, it can be observed that of the 33 students who took the test, there were 12 students with a percentage (36.36%) who scored in the very good category, 19 students with a percentage (57.58%) scored in the good category, 2 students with a percentage (6.06%) scored in the sufficient category, and there were no students who scored in the poor category and failed.

## 3. Correlation Test Results

The following are the results of the correlation test which can be described as follows:

Is known:

$$\begin{aligned} \sum x &= 2320 \\ \sum y &= 2529 \\ \sum x^2 &= 165000 \\ \sum y^2 &= 195801 \\ \sum xy &= 177940 \\ N &= 33 \end{aligned}$$



The next step is to find out the relationship between giving structured assignments using feedback (Variable X) with Indonesian language learning outcomes (Variable Y), then the data above will be tested using the Pearson Product Moment formula as follows:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

$$r_{xy} = \frac{33.177940 - (2320)(2529)}{\sqrt{\{33.165000 - (2320)^2\} \{33.195801 - (2529)^2\}}}$$

$$= \frac{(5872020) - (5867280)}{\sqrt{(5445000 - 5382400)(6461433 - 6395841)}}$$

$$= \frac{4740}{\sqrt{(62600)(65592)}}$$

$$= \frac{4740}{\sqrt{4106059200}}$$

$$= \frac{4740}{64078,539309}$$

$$= 0,739$$

$$= 0,74$$

Based on the results of the calculations above, the rxy value is 0.74. This shows that the correlation between the variable X and the Y variable is positive. This means that there is a positive correlation between giving structured assignments using feedback and the learning outcomes of class X-4 students of SMA Negeri 2 Masohi.

By paying attention to the magnitude of rxy, to find out whether there is a significant relationship between the two variables or not, rcount will be compared with rtable. But before comparing, first we will look for degrees of freedom or df (degree of freedom) using the formula  $Df = N - nr$ . Then the following results are obtained:

$$= 33 - 2$$

$$= 31$$

The relationship between the two variables can be presented in the following table:

Table 5. Results Analysis of structured tasks using feedback with Learning Outcomes and Interpretation of Table r.

Variable	r <sub>hitung</sub>	r <sub>tabel</sub>		
		Df	5%	1%
Variable X dan Y	0,74	N - 2	0,355	0,456
		33 - 2 = 31		

Based on the table above, with a df of 31, then if it is converted to rtable at a significance level of 5%, a price of 0.355 is obtained, while at a significance level of 1%, a price of 0.456 is obtained. Test criteria: if rcount > rtable then Ha is accepted and Ho is rejected, if rcount < rtable then Ha is rejected and Ho is accepted. Thus, it turns out that rxy which is 0.74 is bigger than rtable. Because rxy is greater than rtable, Ha is accepted and Ho is rejected. This means that there is a significant relationship between the provision of structured assignments using feedback and the learning outcomes of class X students of SMA Negeri 2 Masohi. Furthermore, if the results are interpreted by matching the calculation results with the "r" Product Moment correlation index number, it turns out that rxy (0.74) is between positions 0.70 - 0.90 which means that between giving structured assignments using feedback (variable X) with Indonesian language learning outcomes (variable Y) there is a strong or high correlation.

The next step is to find out how much contribution the X variable gives to the Y variable, it must be known in advance the coefficients called the determinant coefficients or determinant coefficients (KD), with the following formula:

$$\text{Coefficient of Determination (KD)} = r^2 \times 100\%$$

$$\begin{aligned} &= (0.74)^2 \times 100\% \\ &= 0.5476 \times 100\% \\ &= 54.76\% \end{aligned}$$

Thus, the relationship between giving structured assignments using feedback and the results of learning Indonesian in class X-4 SMA Negeri 15 Maluku Tengah is 54.76%.

#### **4. Hypothesis Test Results**

Based on the description above, the relationship between giving structured assignments using feedback and learning outcomes of Indonesian language students in class X-4 SMA Negeri 15 Maluku Tengah, Central Maluku district can be accepted with the results obtained, namely 0.74. Thus the degree of correlation or the degree of closeness between the two variables is that there is a strong or high correlation. Furthermore, based on the results of the above calculations, the rxy value of 0.74 is obtained. This shows that the correlation between the variables X and Y variables is positive. This means that there is a significant relationship between giving structured assignments using feedback and student learning outcomes in class X-4 SMA Negeri 15 Maluku Tengah.

### **CONCLUSION**

Based on the results of data analysis and discussion, it can be concluded that the relationship between giving structured assignments and feedback has a positive effect on student learning outcomes in class X-4 SMA 15 Maluku Tengah on the subject matter of Indonesian language skills. The magnitude of the relationship between the provision of structured assignments using feedback and the results of learning Indonesian in class X-4 SMA Negeri 15 Maluku Tengah is 54.76%. Thus, giving structured assignments using feedback must be applied by Indonesian language teachers in the learning process to improve student learning outcomes both individually and classically.

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