TEACHERS' PERCEPTIONS ON THE USE OF APPRECIATION AS A COMMUNICATION STRATEGY IN GIVING FEEDBACK

Acep Haryudin[1], Syihabuddin[2]

Universitas Pendidikan Indonesia
[1] acepharyudin86@upi.edu, [2] syihabuddin@upi.edu

Abstract

This study was to find out the teacher's perception of the use of appreciation as feedback in learning, pattern of appreciation and the student's response. The research method used qualitative with questionnaires instruments, 79 teachers and 30 students respondents. The results and findings are the 98.7% teacher knew about appreciation, 100 % importance of giving appreciation, 98.7% the necessity giving appreciation, 100% giving appreciation can increase student motivation, the teacher 96.2% gave appreciation to students who active or doing exercises, 94.9% gives appreciation to students who do exercises even the results are inaccurate, 98.7% giving appreciation can encourage students to achieve, 96.2% giving appreciation related to student learning achievements, 67.1% giving appreciation too often can cause trust inflation in teachers, 79.7% giving appreciation related to teacher personality, 91% student at all levels of education require teachers' appreciation, 58.2% teachers believe that all teachers always give appreciation. Forms of appreciation carried out by the teacher verbal 15.2%, Written 2.5%, Thumbs Up 0%, verbal / thumbs up 38%, verbal and applause 27.8%, verbal and gift something 16.5%, gifts something 0%. Student responses to appreciation were 60% for verbal and thumbs-up gestures, 35% verbal and written. 5% apreciation with gift.

Keywords: Teacher Perceptions; Appreciation; Communication Strategic; Feedback

INTRODUCTION

Appreciation is a communication strategy that can be used by teachers to provide feedback to students in learning. Appreciation is an action or word that expresses appreciation, gratitude, or recognition for a student's achievements or efforts (Agha et al., 2020).

Teachers' perceptions of using appreciation as a communication strategy in providing feedback can vary depending on experience, knowledge, and personal views. However, in general, the use of appreciation as a communication strategy in providing feedback in learning is viewed positively by most teachers.

Some of the teacher's positive perceptions of the use of appreciation as a communication strategy in providing feedback include: (Kaya & Ahi, 2022).

1. Increase student motivation: Teachers believe that the use of appreciation can increase student motivation to study better, because students feel valued and recognized for their efforts.
2. Building positive relationships between teachers and students: Appreciation can help build positive relationships between teachers and students, because students feel valued and cared for by the teacher.
3. Improving the quality of learning: By providing positive feedback and using appreciation as a communication strategy, teachers can help improve the quality of student learning.

However, there are also some negative perceptions that teachers have about using appreciation as a communication strategy in providing feedback, such as:

1. Ineffective for giving criticism: Some teachers believe that appreciation is only suitable for giving positive feedback, and not effective for giving criticism or more critical feedback.
2. Less serious: Some teachers may feel that the use of appreciation is too casual or not serious, making it unsuitable for giving feedback in more serious or important situations.
3. Not appropriate to the local culture: Some teachers may feel that the use of appreciation as a communication strategy is not culturally appropriate or not accepted by the local community.

Overall, the use of appreciation as a communication strategy in providing feedback in learning has many benefits, but it can also cause some challenges and negative perceptions. Therefore, it is important for teachers to understand the context and characteristics of students and local culture when using this communication strategy (Spruyt et al., 2021).

Education in the 21st century requires innovation and creativity. learning and innovation skills are related to thinking creatively, working creatively with others, and implementing innovation by acting on creative ideas to make real and useful contributions in the field. In addition, literacy skills and implementing skills in the learning context are closely related to providing excellent service to students (Elliott, 2015). Of course, there are many instruments and components that must be carried out by the teacher as a driving force in learning and achieving results. Among them are, teachers must have Pedagogic, Social, personality and professional competencies. This is not talking about something that must be accepted by a teacher, but what is the quality shown by a teacher in showing professionalism and in a professional mandate. Things that must be done include teachers must be able to do and give appreciation to their students. The term appreciation basically comes from English, namely from the word "appreciation" which means appreciation, assessment, and understanding. if interpreted from the origin of the word, then appreciation is an evaluation activity in the form of appreciation for a work, or a statement expressed to describe admiration. Appreciation is usually expressed directly either orally or in writing, for verbal it can be in the form of congratulations/awe, for writing it can be in the form of a charter, trophy/medal as a sign of appreciation (van der Lans et al., 2018).

Motivation to learn or learning activities has an important role in terms of growing enthusiasm, feeling happy and the enthusiasm in studiying. Students who has strong learning motivation will have a lot of energy to carry out learning activities. A student who has high enough intelligence can fail in learning because of a lack of motivation, and the high motivation will be achieved from the teachers' appreciation valued even by givingverbal and nonverbal appreciation such as buy saying the word "you are great, good job, excellent" or giving a "thumbprint" in front of his friends, that is a pride for students because he thinks he can do well in learning and is rewarded by his teacher (Barnes & Barnes, 2020).

Giving appreciation or appreciation to children has a very important role in their personality. However, currently parents and teachers do not give appreciation or appreciation to children. Each drifted along with the current of busyness. Most teachers focus on their duties as teachers, namely struggling with administrative matters, promotions, competency tests and so on, so that their duties as educators are forgotten. By not appreciating children's efforts and achievements, they can become more introverted, triggering the growth of an attitude of indifference, and can even stress children, because they continue to feel that their efforts and achievements are not appreciated. So it is not impossible that the child will then question the usefulness of his existence in the world. Starting from the nature of a child which is a potential whose path of development is very dependent on the environment around the child. If a child's environment

is indifferent and apathetic, then a child certainly does not understand and is indifferent to the norms and environment (Juntika, 2009).

There is considerable debate about what makes feedback effective. In their discussion about the conditions under which assessment supports learners' learning, there are four conditions that focus on the characteristics of the feedback: 1). Quantity, this condition refers to the amount or frequency of feedback, 2). timing, the timing of feedback is crucial for its effectiveness, 3). quality, the quality of feedback relates to its accuracy, specificity, and relevance, 4). and the use of feedback, this condition refers to the recipient's engagement with and utilization of feedback (Hunt et al., 2021).

The low motivation to learn in today's youth, especially aged 12-17 years, namely students transitioning from elementary to elementary, then elementary to high school students is a entrenched symptom. Because of their low motivation to learn, they show an indifferent attitude towards the family environment, social environment and educational environment due to excessive use of cellphones/gadgets, association with friends who are not in school and a lack of appreciation from the teacher when the student is successful in achieving learning goals or when the participant students are involved in learning. Maybe sometimes the teacher forgets that with a simple appreciation the students already feel happy and valued so that they will automatically appreciate learning in class. Mr. Robertson's verbal feedback took only a few minutes, but had the poten- tial to influence his students' future per- formance in positive ways (Konold et al., 2004).

In recent years, there have some problems in education sectors, such as moral breakdown, Internet addiction, committing crimes, sexual crimes, suffering from psychological illness, running away from home, committing suicide and so on. Besides family estrangement and a lack of parenting education, a deeper reason may be that children don't really feel accepted and valued in their life. As Diesterweg, a famous German educator, said, "The art of education is not to teach knowledge and skills, but to inspire, excite and stimulate". As a type of incentive education, appreciation education is in line with current educational and teaching goals. This is a kind of new teaching idea (Fang & Cao, 2016).

In addition to the problems stated above, the same thing happened to the research child himself, currently in grade 4 of Elementary School/Madrasah Ibtidaiyah (MI), from grade one to grade 3 he received good teachers according to his version, especially in giving appreciation both verbally and non-verbally, he told me that his teachers in grades 1-3 always appreciated him, using praise both verbally and giving an assessment both in numbers and words of his work, both when he was able to answer questions, exercises, assignments etc. So that makes him passionate about learning and going to school, he even likes to tell stories and show his work. But lately he has been lazy and not enthusiastic at school, when asked that the problem was his teacher who did not like to give appreciation and feedback and the same thing happened to his friends. This is one of the empirical data evidence which certainly needs to be explored.

In addition, the use of language delivered by the teacher in providing feedback / appreciation to students during learning is of course very varied, both the intensity of giving feedback, the pattern of sentences / utterances, the type and level of use. This provides space for the importance of research related to language (linguistic aspect). Researchers are interested in conducting studies or research related to linguistic elements that have an impact on learning motivation using Systemic Functional Linguistics (LSF) or in English known as Systemic Functional Linguistic (SFL) theory from Halliday with a focus on the appraisal system developed by Martin's Systemic Functional Linguistics school. & Rose, 2003, Martin & White, 2005, White, 199 (Martin & White, 2005) .Thus, researchers will conduct research with the title "teacher's perceptions in the use of appreciation as a communication strategy in providing feedback in learning".

METHOD

The method used in this study was a qualitative method, with an appraisal approach, the respondents were 89 school teachers, and 30 conscious school students, the instrument used was a questionnaire for both teachers and students as well as an interview instrument. The research procedure was carried out on teachers in Bandung with a total of 79 people, in collecting data using a questionnaire with the help of the Google form with as many as 12 questions. After the data is collected, it is then analyzed by mapping the categories of respondents' answers and data analysis (Creswell, 2014).

RESULTS AND DISCUSSION

Results

Teachers' perceptions of the use of appreciation in teacher-student communication can play an important role in helping improve the quality of student learning. Based on the research results, most teachers have a positive perception of the use of appreciation as an effective communication strategy in the learning process. Several factors influence teachers' perceptions of the use of appreciation, including:

1. Increase Learning Motivation: Teachers believe that the use of appreciation can help increase students' learning motivation, so that students are more enthusiastic about learning and achieve better achievements.
2. Increase Confidence: Teachers also believe that the use of appreciation can help increase students' self-confidence, so that students feel more confident in exploring subject matter and trying new things.
3. Increase Student Engagement: Teachers believe that the use of appreciation can help increase student involvement in the learning process, so that students are more active and responsive to the subject matter.
4. Creating a Positive Learning Environment: Teachers believe that the use of appreciation can help create a learning environment that is inclusive, positive, and respects differences, so that students feel safe and comfortable in learning.

However, there are also teachers who find it difficult or unsure in using appreciation as an effective communication strategy with students. Some factors that can influence this include a lack of understanding of this strategy, lack of time in preparation for learning, and lack of experience in using this strategy.

In this case, it is important for teachers to understand that the use of appreciation as an effective communication strategy in the learning process not only helps improve the quality of student learning, but can also strengthen the relationship between teacher and students. Therefore, teachers need to be trained and given the opportunity to use this strategy effectively in communicating with students.

Table.1
Recapitulation of the results of distributing questionnaires to teachers

No	Teachers Perceptions Tool Items	Agree	Disagree	N+	N-
1	*Teachers have knowledge about praise/appreciation in learning*	98.7%	1.3%	78	1
2	*The Importance of Giving praise/appreciation to students*	100%		79	0
3	*Teachers must give appreciation to students*	98.7%	1.3%	78	1

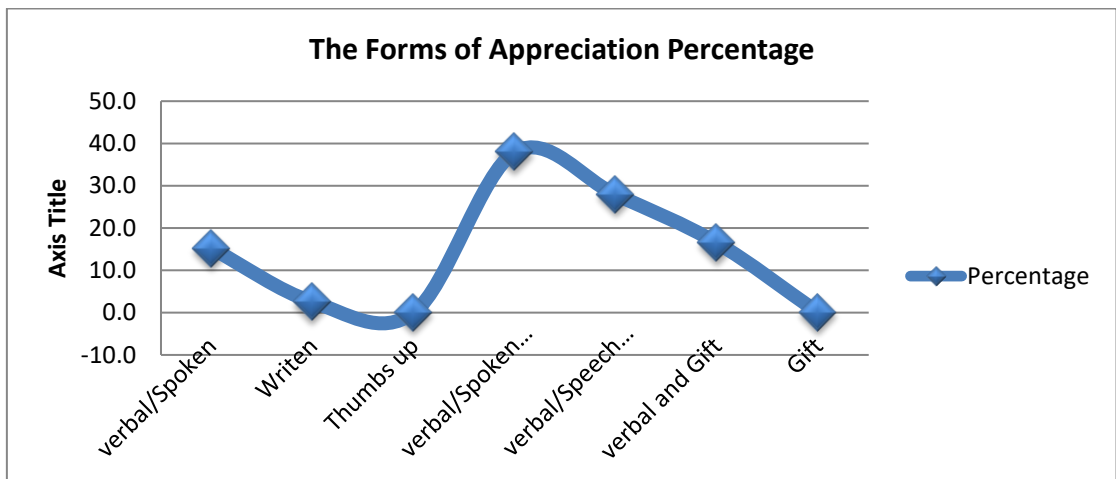|					
4	*Appreciation/praise can increase student learning motivation*	100%		79	0
5	*The teacher always gives appreciation/praise to students who actively ask questions or are able to do exercises/assignments*	96.2%	3.8%	76	3
6	*The teacher gives appreciation to students who do exercises/questions even though the results are wrong/incorrect*	94.9%	5.1%	75	4
7	*Giving appreciation / praise can encourage students to excel*	98.7%	1.3%	78	1
8	*Appreciation and motivation related to student learning outcomes/achievement*	96.2%	3.8%	76	3
9	*If you give praise/appreciation too often, it can cause inflation/decrease in student trust in the teacher*	67.1%	32.9%	51	26
10	*Giving teacher appreciation to students is related to the teacher's attitude/personality*	79.7%	20.3%	63	16
11	*Every student at all levels of education needs appreciation/praise from the teacher*	91%	8.9%	72	7
12	*The teacher believes that all teachers always give appreciation/praise to students*	58.2%	41.8%	46	33

Discussion

Based on the data above, it can be concluded that the results and research findings are as follows, teachers know about appreciation of 98.7%, teacher perceptions regarding the importance of giving appreciation to students is 100%, teachers' perceptions of the need for teachers to give appreciation to students are 98.7%, teachers' perceptions that giving Appreciation/praise can increase student learning motivation by 100%, teachers give appreciation/praise to students who actively ask questions or are able to do exercises/tasks by 96.2%, teachers give appreciation to students who do exercises/questions even though the results are wrong/incorrect by 94.9 %, teacher's perception that giving appreciation/praise can encourage students to achieve is 98.7%, teacher's perception that giving appreciation and motivation is related to student learning outcomes/achievement is 96.2%, teacher's perception if giving praise/appreciation too often can cause inflation/decrease in confidence students towards teachers by 67.1%, teacher perceptions related to giving teacher appreciation to students related to teacher attitudes/personality by 79.7%, teacher perceptions related to every student at all levels of education requires appreciation/praise from teachers by 91%, teachers believe that all teachers always give appreciation/praise to students 58.2%. Forms of appreciation carried out by the teacher Oral 15.2%, Writing 2.5%, Raise/Thumbs Up 0%, Oral/Thumbs Up 38%, Oral and Applause 27.8%, Oral and Gifts of goods/something 16.5%, Gifts/ goods/ something 0 %. Student responses to appreciation were 60% for verbal and thumbs-up gestures, 35% for verbal and nonverbal/written. 5% apreciation with gift.

Table 2.
Recap of the Form of appreciation conducted by the Teacher

Forms of Appreciation	Percentage/%
verbal/Spoken	15,2%
Written	2,5%
Thumbs up	0,0%
verbal/Spoken and thumbs up	38,0%

verbal/Speech and Applause	27,8%
verbal and Gift	16,5%
Gift	0,0%

The Forms of Appreciation Percentage

CONCLUSION

The results and research findings are as follows, the teacher knows about appreciation of 98.7%, the teacher's perception regarding the importance of giving appreciation to students is 100%, the teacher's perception of the necessity for teachers to give appreciation to students is 98.7%, the teacher's perception that giving appreciation/praise can increase motivation student learning by 100%, the teacher gives appreciation/praise to students who actively ask questions or are able to do exercises/tasks by 96.2%, the teacher gives appreciation to students who do exercises/questions even though the results are wrong/inaccurate by 94.9%, the teacher's perception that giving appreciation/praise can encourage students to achieve by 98.7%, teachers' perceptions that giving appreciation and motivation are related to student learning outcomes/achievements by 96.2%, teachers' perceptions that giving praise/appreciation too often can cause inflation/decrease in student trust in teachers by 67.1% , teacher perceptions related to giving teacher appreciation to students related to teacher attitudes/personality of 79.7%, teacher perceptions related to each student at all levels of education require appreciation/praise from teachers by 91%, teachers believe that all teachers always give appreciation/praise to students 58.2%. Forms of appreciation carried out by the teacher Oral 15.2%, Writing 2.5%, Thumbs Up 0%, Oral / Thumbs Up 38%, Oral and Applause 27.8%, Oral and Gift items/something 16.5%, Gifts/goods/something 0% . Student responses to appreciation were 85% for verbal and thumbs-up gestures, 87% for oral and written.

ACKNOWLEDGMENTS

REFERENCES

Agha, A. F., Khan Alwi, S. K., & Shaiq, M. (2020). Teachers' Perception of the Effectiveness of Teachers Appraisal Systems in Private Schools of Pakistan. *New Horizons (1992-4399), 14*(1), 33–50.

http://10.2.36.54/NH.14.1(20).03%0Ahttp://simsrad.net.ocs.mq.edu.au/login?url=https
://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=145376585&site=ehost
-live

Barnes, J., & Barnes, J. W. (2020). *Mississippi Teachers ' Perception of Performance Evaluation Feedback and Its Influence on Teaching Practices and Student Outcomes by*.

Creswell, J. W. (2014). *Research Design (Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications, Inc.

Elliott, K. (2015). Teacher performance appraisal: More about performance or development? *Australian Journal of Teacher Education*, *40*(9), 102–116. https://doi.org/10.14221/ajte.2015v40n9.6

Fang, H., & Cao, Q. (2016). *Appreciation Makes Students Grow Healthy and Self-confident*. *Emim*, 1712–1716. https://doi.org/10.2991/emim-16.2016.348

Hunt, P., Leijen, Ä., & van der Schaaf, M. (2021). Automated feedback is nice and human presence makes it better: Teachers' perceptions of feedback by means of an e-portfolio enhanced with learning analytics. *Education Sciences*, *11*(6). https://doi.org/10.3390/educsci11060278

J.R Martin, & White, P. R. R. (2005). The Language of Evaluation : Apraisal in English. *Canadian Journal for Studies in Discourse and Writing/Rédactologie*, *6*(2), 01–99. http://www.thepdfportal.com/languageofevaluationbook_113387.pdf

Juntika, Y. dan. (2009). *Landasan Bimbingan dan Konseling* (p. 135). PT Remaja Rosdakarya.

Kaya, G., & Ahi, B. (2022). The Epistemic Role of Children's Questions and Teacher's Responses in Preschool Classroom Discourse. *Journal of Education*. https://doi.org/10.1177/00220574221088486

Konold, K. E., Miller, S. P., & Konold, K. B. (2004). Using Teacher Feedback to Enhance Student Learning. *TEACHING Exceptional Children*, *36*(6), 64–69. https://doi.org/10.1177/004005990403600608

Spruyt, B., Van Droogenbroeck, F., Van Den Borre, L., Emery, L., Keppens, G., & Siongers, J. (2021). Teachers' perceived societal appreciation: PISA outcomes predict whether teachers feel valued in society. *International Journal of Educational Research*, *109*(March), 101833. https://doi.org/10.1016/j.ijer.2021.101833

van der Lans, R. M., van de Grift, W. J. C. M., & van Veen, K. (2018). Developing an Instrument for Teacher Feedback: Using the Rasch Model to Explore Teachers' Development of Effective Teaching Strategies and Behaviors. In *Journal of Experimental Education* (Vol. 86, Issue 2, pp. 247–264). https://doi.org/10.1080/00220973.2016.1268086