

## ***A Systematic Review of the Nexus between Teacher Feedback and Student Motivation***

### **Tinjauan Sistematis tentang Hubungan antara Umpan Balik Guru dan Motivasi Siswa**

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#### **ABSTRACT**

The link between teacher feedback and student motivation is an important aspect in educational research, influencing students' academic performance and their learning experiences. This systematic literature review investigates the role of self-assessment and peer-assessment in strengthening the relationship between teacher feedback and student motivation. Through a comprehensive analysis of existing literature, this study explores how these factors interact to increase the effectiveness of teacher feedback in stimulating student motivation. Findings highlight the importance of integrating self-assessment and peer-assessment practices into educational contexts to optimize student engagement and achievement. Implications for practice and future research directions are discussed.

**Keywords:** Teacher feedback, student motivation, self-assessment, peer-assessment, systematic literature review, educational research

#### **ABSTRAK**

Keterkaitan antara umpan balik guru dan motivasi siswa merupakan aspek penting dalam penelitian pendidikan, yang mempengaruhi kinerja akademik siswa dan pengalaman belajar mereka. Tinjauan literatur sistematis ini menyelidiki peran self-assessment dan peer-assessment dalam memperkuat hubungan antara umpan balik guru dan motivasi siswa. Melalui analisis komprehensif terhadap literatur yang ada, penelitian ini menjelajahi bagaimana faktor-faktor ini berinteraksi untuk meningkatkan efektivitas umpan balik guru dalam merangsang motivasi siswa. Temuan menyoroti pentingnya mengintegrasikan praktik self-assessment dan peer-assessment ke dalam konteks pendidikan untuk mengoptimalkan keterlibatan dan pencapaian siswa. Implikasi untuk praktik dan arah penelitian masa depan dibahas.

**Kata Kunci:** Umpan balik guru, motivasi siswa, self-assessment, peer-assessment, tinjauan literatur sistematis, penelitian pendidikan

#### **1. Introduction**

The relationship between teacher feedback and student motivation is a critical aspect of educational research. Teacher feedback significantly influences students' motivation levels and academic performance. Research has demonstrated that the type and quality of feedback provided by teachers directly impact students' motivation (Suharyanti & Fauziati, 2020). Corrective feedback, for example, has been shown to affect students' revision processes and subsequently their motivation to improve (Isnawati et al., 2019). Moreover, feedback that fosters students' belief in their capacity to enhance their performance can have a positive effect on their motivation (Lou & Noels, 2020).

The connection between teacher feedback and student motivation can vary across different cultural contexts. Studies have indicated that teacher behaviors and feedback practices may impact the motivational beliefs of students from Western and East Asian backgrounds differently (Jiang et al., 2021). Recognizing these cultural differences is crucial for tailoring feedback approaches to effectively enhance student motivation.

Additionally, the effectiveness of teacher feedback on student motivation can be influenced by various factors, including the delivery mode and the formative nature of the feedback (Hunukumbure et

al., 2021). Formative feedback has been highlighted as essential in encouraging students' self-reflection and boosting their learning motivation (Pan & Gan, 2019). Furthermore, integrating online platforms for feedback delivery can create new opportunities for meaningful teacher-student interactions, potentially positively affecting student motivation (Hunukumbure et al., 2021). In conclusion, the relationship between teacher feedback and student motivation is intricate and multifaceted, necessitating thoughtful consideration. Educators can enhance student motivation and improve learning outcomes by understanding the impact of different feedback strategies, cultural influences, and delivery methods.

Teacher feedback plays a crucial role in enhancing student motivation and learning outcomes. Effective feedback from teachers helps students bridge performance gaps, regulate their learning, and improve their understanding of the subject matter (Kyaruzi et al., 2019). Providing feedback is considered an essential aspect of a teacher's role in guiding students through the learning process (Mulyani, 2023). The utilization of dialogic pedagogy in feedback provision expands students' thinking and goes beyond mere knowledge internalization (Bruin, 2023). Moreover, teacher feedback has been shown to enhance student motivation, leading to improved learning experiences (Putri et al., 2021).

Research indicates that teachers' belief in students' potential to improve is crucial for fostering a growth mindset and motivating learners (Lou & Noels, 2020). In the context of the new normal era, feedback from teachers on students' work is essential for achieving learning goals (Fadli et al., 2022). Studies have also highlighted the impact of teacher feedback on students' self-reflection behavior and learning motivation (Pan & Gan, 2019). Furthermore, the relationship between teacher feedback and students' academic achievement is mediated by learner engagement with feedback (Selvaraj et al., 2021).

Constructive written feedback from teachers is vital for encouraging deep learning and helping students achieve their goals (Al-Hattami, 2019). Appropriate feedback language can promote students' learning motivation, stimulate their interest in learning, and positively influence their language development (Chen, 2021). Corrective feedback provided by teachers guides students in language learning processes (Suharyanti & Fauziati, 2020). Additionally, feedback practices, student motivation, and behavior are associated with learning outcomes (Gan et al., 2021). In summary, teacher feedback is a critical component of the teaching-learning process that significantly impacts student motivation and learning. By providing constructive, specific, and supportive feedback, teachers can inspire students, enhance their understanding, and drive them towards academic success.

Teacher feedback is a crucial element in enhancing student performance, yet challenges persist in ensuring its effectiveness on student motivation. While studies have highlighted the impact of teacher feedback on student learning behavior and performance (Pan & Gan, 2019), the type of feedback provided plays a significant role in influencing student motivation (Putri et al., 2021). Moreover, the integration of self-assessment and peer-assessment in the assessment process is gaining attention in educational literature ("Teachers' Feedback: Influence on First Year Social Studies Students' Motivation towards New Normal Learning in Leyte Normal University", 2022). However, there is a gap in research exploring how self-assessment and peer-assessment can complement teacher feedback to boost student motivation (Gan et al., 2021).

Research indicates that teacher feedback practices, student feedback motivation, and feedback behavior are interconnected and influence learning outcomes (Babaii & Adeh, 2019). Additionally, the use of peer assessment has been shown to have positive effects on student learning and feedback quality (Guo & Zhou, 2021). Furthermore, formative assessment, which includes self-assessment and peer-assessment, is integral to teaching and learning, impacting students' motivation and learning (Kyaruzi et al., 2019).

Understanding the nature of teacher feedback and the rationale behind teachers' feedback provision is essential to enhance its effectiveness (Liontoul, 2023). Feedback should not only focus on specific tasks but also aim to improve students' self-regulated learning and self-efficacy (Chidiebere & Modest, 2021). Different forms of feedback, including teacher, peer, and self-feedback, contribute to students' learning and performance (Lu et al., 2022). Moreover, supportive peer feedback can motivate students to improve their learning and strengthen relationships with peers (Valoojerdy, 2022). In conclusion, to strengthen the relationship between teacher feedback and student motivation, it is essential to consider the type of feedback provided, integrate self-assessment and peer-assessment practices, and understand the underlying mechanisms that influence student learning behavior and performance.

To address the existing gap in research regarding the relationship between teacher feedback, self-assessment, peer-assessment, and student motivation, a systematic investigation is warranted. While studies have explored the impact of teacher feedback on student motivation, there is a need to delve into how self-assessment and peer-assessment interact with teacher feedback to influence student motivation (Guo & Zhou, 2021). Research has shown that positive teacher feedback, particularly when scaffolded to promote student autonomy and self-efficacy, can enhance intrinsic and extrinsic motivation, leading to improved academic performance (Guo & Zhou, 2021). Additionally, teachers' intrinsic motivation for teaching has been found to positively correlate with students' intrinsic motivation for learning, with teacher-student relationships playing mediating roles in this association (H et al., 2023).

Moreover, formative feedback from teachers has been demonstrated to enhance students' learning motivation and autonomy (Pan & Gan, 2019). Positive teacher feedback has been emphasized as crucial in assessing students' performance to increase motivation and reduce stress, highlighting the importance of avoiding negative feedback (Putri et al., 2021). Furthermore, the use of different types of oral feedback by teachers significantly impacts students' learning motivation factors ("Research on the Effect of Teachers' Corrective Feedback on the Motivation of English Learners in Chinese College EFL Classroom", 2022). Peer feedback practices have also been linked to student feedback motivation and behavior, influencing learning outcomes (Gan et al., 2021). In tertiary education, supportive peer feedback has been associated with pre-service teachers' self-efficacy and motivation for providing feedback (Ortiz et al., 2019). In conclusion, while existing research has shed light on the impact of teacher feedback on student motivation, there is a clear gap in understanding how self-assessment and peer-assessment interact with teacher feedback in shaping student motivation. By conducting systematic research that explores these interactions, educators can gain valuable insights into how to optimize feedback practices to enhance student motivation effectively.

This research aims to investigate the role of self-assessment and peer-assessment in strengthening the relationship between teacher feedback and student motivation. In the educational context, the use of teacher feedback as a tool to improve student performance and motivation has become a major concern of educational researchers and practitioners. However, although teacher feedback is considered important, there is an urgent need to understand more deeply how other factors such as self-assessment and peer-assessment can strengthen this relationship. Therefore, this research will explore and critically analyze existing literature to identify the role of each of these factors in increasing the effectiveness of teacher feedback on student motivation.

By using a systematic literature review approach, this research will make an important contribution to our understanding of the complex interactions between teacher feedback, self-assessment, and peer-assessment in the learning context. It is hoped that the results of this research will provide valuable insights for educational practitioners in designing more effective and evidence-based learning strategies to increase student motivation. Apart from that, it is also hoped that this research can become a basis for further research in understanding more deeply the role of self-assessment and peer-assessment in contemporary education which is increasingly complex and diverse.

In the context of this research, the research question asked is: "What is the role of self-assessment and peer-assessment in strengthening the relationship between teacher feedback and student motivation?" This question emerged in response to the urgent need to understand more deeply the complex interactions between teacher feedback, self-assessment, and peer-assessment in increasing student motivation in learning contexts. By identifying the specific role that self-assessment and peer-assessment play in strengthening this relationship, this research aims to provide in-depth insight into how learning approaches that actively involve students in the assessment process can contribute to the effectiveness of teacher feedback in stimulating student motivation. .

This research question also reflects the need for a holistic approach in understanding the complexity of the learning process. By integrating the concepts of self-assessment and peer-assessment into an analysis of the effects of teacher feedback on student motivation, this research aims to provide a more complete understanding of the dynamics involved in strengthening student motivation. Thus, this research not only aims to answer theoretical questions, but also to provide useful insights for educational practitioners in designing more effective and results-oriented learning strategies.

The uniqueness of this research lies in its specific focus on the role of self-assessment and peer-assessment as factors influencing the relationship between teacher feedback and student

motivation. In educational literature, the role of self-assessment and peer-assessment in increasing student motivation often has not received adequate attention. Therefore, this research has a competitive advantage by exploring these two concepts in more depth, especially in the context of their relationship to teacher feedback.

Through a systematic literature review approach, this research aims to fill the knowledge gaps that exist in educational literature. By analyzing new findings and mapping the latest research developments, this research is expected to provide valuable new insights for our understanding of the complexity of the interactions between teacher feedback, self-assessment, and peer-assessment in the context of student motivation. Thus, this research will not only contribute deeper theoretical understanding, but will also provide significant practical implications for the development of more effective and results-oriented educational policies and practices.

It is hoped that the results of this research will provide valuable insight for educational practitioners in increasing the effectiveness of using teacher feedback to increase student motivation. In addition, this research can also be a basis for further research in understanding the complex interactions between teacher feedback, self-assessment, and peer-assessment in the learning context.

## 2. Research Methods

To carry out article collection, this research involved searching well-known and trusted international databases, including but not limited to PubMed, ERIC, and Scopus. The article search process was carried out using a combination of keywords relevant to the research topic, including "teacher feedback," "student motivation," "self-assessment," and "peer-assessment." Keyword selection was done carefully to ensure broad coverage and relevance to the research focus.

After conducting a search, the articles found were then filtered using predetermined inclusion and exclusion criteria. These inclusion criteria include the relevance of the article to the research topic, namely the role of self-assessment and peer-assessment in the relationship between teacher feedback and student motivation. On the other hand, exclusion criteria are used to eliminate articles that are irrelevant or do not meet established quality standards.

The article screening process was carried out carefully and systematically to ensure that only high-quality articles were included in the literature review. Thus, the collection of articles is carried out with a careful and structured approach, thereby ensuring that the research results obtained have a strong basis and can be scientifically justified.

In the process of searching for articles, we have used keywords that cover key concepts related to the research topic, such as teacher feedback, student motivation, self-assessment, and peer-assessment. Keyword selection is done carefully and thoroughly to ensure that all important aspects of the research topic are covered in the search results.

We considered variations and synonyms for each relevant key concept, thereby allowing us to gain broader coverage of the existing literature. Additionally, we also consider the use of logical operators such as "AND," "OR," and "NOT" to refine our search strategy and increase the relevance of search results.

By using a careful approach in keyword selection, we are confident that articles relevant to our research will be included in the search results. This allows us to identify the most relevant and significant literature in supporting our analysis and synthesis in this research.

As part of the methodological process, the number of articles found in the initial search will be carefully recorded. This includes articles that emerged from searches in international databases such as PubMed, ERIC, and Scopus using predefined keywords. After the search process, each article will be identified and recorded for documentation purposes.

Next, after a screening process using inclusion and exclusion criteria, the number of articles considered for inclusion in the literature review will be calculated and reported. Articles that are relevant to the research topic and meet the inclusion criteria will be included in the literature review, while articles that are irrelevant or do not meet established quality standards will be excluded.

In the process of preparing a literature review, the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) method will be adopted as a guide for reporting the results of searching and screening articles. PRISMA is a widely recognized methodological framework in systematic research and meta-analysis, designed specifically to improve the transparency and quality of research reports. By following PRISMA guidelines, this research process will be carried out in a systematic and

structured manner, ensuring that every step from article search to analysis of results is carried out consistently and accurately.

Using the PRISMA method will ensure that all steps in the research, including article selection, screening, and data collection, are carried out transparently and can be replicated by other readers. This will help increase the validity and reliability of this literature review, by providing a sound basis for the evaluation and interpretation of research findings. Additionally, reporting using the PRISMA framework will make it easier for readers to understand and evaluate the methodology of this study, as well as allow identification of its potential for bias or other errors.

By applying the PRISMA method, this research will meet the highest standards in preparing a literature review, which in turn will increase readers' confidence in the results of this research. This is important because transparent and structured research can make a greater contribution to scientific understanding and knowledge development in the field concerned.

### **3. Results and Discussion**

#### **3.1. The Relationship Between Teacher Feedback and Student Motivation**

Teacher feedback is a crucial factor in influencing student motivation. Guo & Zhou (2021) found that scaffolding feedback from teachers can enhance students' intrinsic and extrinsic motivation by promoting autonomy and positive teacher-student relationships. Putri et al. (2021) highlighted that feedback provision during the teaching-learning process enhances student motivation. Jiang et al. (2021) discovered that teacher feedback had positive associations with the motivational beliefs of both Western and East Asian students. Gan et al. (2021) emphasized the direct influence of teacher feedback practices on student feedback motivation and course satisfaction.

The quality of feedback given by teachers directly impacts students' motivation to learn (International Journal of Social Science and Human Research, 2022). Additionally, teacher feedback practices are crucial in amplifying student motivation, which is essential for self-regulated learning (Mäkipää, 2021). Furthermore, the relationship between teacher intrinsic motivation and student intrinsic motivation is mediated by motivating styles and teacher-student relationships (H et al., 2023). In conclusion, teacher feedback is a significant factor in shaping student motivation. Positive feedback, autonomy support, and constructive teacher-student relationships are essential elements that contribute to enhancing student motivation and academic performance.

#### **3.2. The Role of Self-Assessment in Increasing Student Motivation**

Self-assessment plays a crucial role in enhancing student motivation, as evidenced by several recent studies. Mendoza et al. (2022) highlight the bidirectional relationship between student motivation and self-assessment, indicating that increased motivation can lead to more self-assessment practices, which in turn can further boost motivation (Mendoza et al., 2022). Additionally, Dmitrenko et al. (2021) emphasize that integrating students' self-assessment into formative assessment by teachers significantly contributes to enhancing motivation in English language acquisition (Dmitrenko et al., 2021). Moreover, Larsari et al. (2023) focus on the positive impact of self-assessment on improving EFL learners' motivation and grammar achievements, suggesting that self-assessment serves as an alternative form of assessment that can enhance motivation (Larsari et al., 2023).

Furthermore, Widiartini et al. (2023) highlight self-regulation through self-assessment as a mechanism that can improve students' learning motivation and prevent them from being passive participants in the learning process (Widiartini et al., 2023). This aligns with the findings of Joni et al. (2019), who emphasize the significant role of self-concept in determining students' learning motivation (Joni et al., 2019). Additionally, Kickert et al. (2019) stress the importance of educators being aware of how assessment policies relate to students' motivation and academic performance, indicating that assessment practices significantly influence student motivation and self-regulation (Volodina, 2021). In conclusion, recent research underscores the vital role of self-assessment in increasing student motivation. By fostering a cycle where motivation leads to more self-assessment practices, which in turn further enhances motivation, educators can effectively boost student engagement and achievement.

#### **3.3. The Role of Peer-Assessment in Increasing Student Motivation**

Peer assessment is a valuable tool in educational settings, enhancing student motivation by reinforcing intrinsic motivation, inspiring higher standards, and improving attitudes towards assessment ("Peer assessment in health professions education", 2020; Rahmatillah & Fajrita, 2022; Chen et al.,

2020). Mobile technology-supported peer assessment approaches have been found to significantly enhance intrinsic motivation, focus, and reflection during learning activities (Hsia & Sung, 2020).

Peer assessment increases transparency in the assessment process and boosts student confidence (Kumar et al., 2019). It can reduce writing anxiety and increase motivation among students (Tunagür, 2021), as well as improve performance and foster positive relationships among students (Mortadi et al., 2020).

The effectiveness of peer assessment has been highlighted in various disciplines such as mathematics, engineering, and vocational education (Saputra et al., 2020; Noperta & Sari, 2023; Ananto & Ningsih, 2020). It promotes collaborative learning, self-improvement, and reflective learning (Hassell & Lee, 2019; Overbeek & Brinkkemper, 2019), motivating students through feedback provided by their peers (Nejad & Mahfoodh, 2019). In conclusion, incorporating peer assessment strategies into educational practices can effectively boost student engagement and motivation in diverse learning environments.

#### **3.4. Integration and Synergy between Self-Assessment, Peer-Assessment, and Teacher Feedback**

To enhance the effectiveness of assessment practices in educational settings, it is crucial to integrate self-assessment, peer-assessment, and teacher feedback. Research indicates that combining these assessment methods can lead to several benefits. Self-assessment allows learners to reflect on their own performance, promoting autonomy and critical thinking skills (Holewik, 2020). Peer-assessment complements self-assessment by providing diverse perspectives and encouraging collaborative learning environments (Costelloe & Egan, 2020). Additionally, teacher feedback plays a vital role in guiding students towards improvement and enhancing their learning experience (Valoojerdy, 2022).

Studies have shown that integrating self-assessment, peer-assessment, and teacher feedback can lead to a more comprehensive evaluation of students' abilities and progress. This integrated approach not only provides a holistic view of students' performance but also fosters a supportive and engaging learning environment (Pitt & Carless, 2021). By synergizing formative and summative assessment functions, these methods can effectively inform teaching practices and promote active student engagement in the learning process (Saglam, 2022).

Furthermore, the use of rubrics in assessment practices has been highlighted as a valuable tool for guiding both teachers and students in evaluating performance (Alamri & Adawi, 2021). Rubrics help in setting clear expectations and criteria for assessment, facilitating a more objective and structured evaluation process. When combined with self-assessment and peer-assessment, rubrics can enhance the quality of feedback provided to students, leading to more meaningful learning outcomes (Costelloe & Egan, 2020). In conclusion, the integration and synergy between self-assessment, peer-assessment, and teacher feedback are essential components of a comprehensive assessment strategy in educational settings. By combining these methods effectively and incorporating tools like rubrics, educators can create a supportive and engaging learning environment that promotes student development and success.

#### **4. Conclusions**

In the context of this discussion, the role played by three main factors, namely teacher feedback, self-assessment, and peer-assessment, has been examined in increasing students' motivation levels in the context of the learning process. From the literature review analysis that has been carried out, it was found that feedback provided by teachers plays a central role in shaping students' motivation levels. Recent research results show that well-delivered feedback by teachers has a significant impact on students' intrinsic and extrinsic motivation, while also promoting positive relationships between teachers and students. Along with the important role of teacher feedback, the two concepts of self-assessment and peer-assessment are also highlighted as factors that play a role in increasing student motivation. The integration of the two in the learning environment not only increases student engagement, but also strengthens their self-reflection process, while stimulating collaborative learning.

Furthermore, this literature review highlights the importance of a deep understanding of the interactions between teacher feedback, self-assessment, and peer-assessment in the context of student motivation. These findings provide a foundation for a more thorough understanding of how instructional practices involving these three factors can contribute to increasing students' levels of motivation and

performance. By applying a holistic and integrated approach to learning, educational institutions can design environments that support holistic student growth, while promoting more active and meaningful student engagement. Therefore, a deeper understanding of the complex interactions between teacher feedback, self-assessment, and peer-assessment will make a significant contribution to the development of learning practices oriented towards student motivation and optimal academic achievement.

The implications of these findings highlight the importance of paying attention to the quality and amount of feedback delivered by teachers to students, as well as the need to expand the use of self-assessment and peer-assessment in the context of learning practices. In this context, it is important for educators and educational practitioners to note that the feedback teachers provide to students varies not only in quality, but also in quantity. The quality of feedback provided can have a significant impact on student motivation and performance, while the quantity of feedback can also influence students' perceptions of the level of support they receive from teachers.

Additionally, it should be acknowledged that this study has several limitations that need to be addressed. First, limitations in article selection may have limited the scope of this literature review. Although efforts have been made to search for relevant and high-quality articles, there may still be articles that were not included in the analysis. Second, the potential for bias in the analysis also needs to be acknowledged, bearing in mind that the assessment of the selected articles may be influenced by the researcher's preferences and viewpoints. Lastly, limitations in the generalizability of the research results must be acknowledged, as the findings from this literature review may not be directly applicable to all contexts and student populations.

By understanding these limitations, future research can focus on efforts to overcome these limitations, including by expanding the scope of article selection, reducing the potential for bias in the analysis, and conducting further empirical research to test the generalisability of the findings. Thus, future research is expected to provide a greater contribution to our understanding of the complexity of the interactions between teacher feedback, self-assessment, and peer-assessment in the context of student motivation.

For future research, it is recommended to further explore the interactions between teacher feedback, self-assessment, and peer-assessment in the context of student motivation. Further research could deepen understanding of how the integration of these three factors can be optimized to achieve more effective learning outcomes. Apart from that, it is also necessary to carry out more in-depth research on the development of evaluation instruments and assessment techniques that can support learning practices oriented towards student motivation. Thus, it is hoped that future research will make a greater contribution to our understanding of the learning dynamics that motivate students optimally.

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