



THE EFFECT OF PEER FEEDBACK AND TEACHER FEEDBACK ON THE IMPROVEMENT OF IMLĀ' ERRORS AND THE PSYCHOLOGICAL ATTITUDES OF EIGHTH-GRADE STUDENTS AT MTS AL-FATH KLATEN

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Abstract

This study aims to examine the effect of peer feedback and teacher feedback on the improvement of imlā' errors and the psychological attitudes of eighth-grade students at MTs Al-Fath Klaten. The research employed a quasi-experimental method with a pretest–posttest non-equivalent control group design. The participants involved two intact classes of 13 students each, purposively selected as the experimental group (peer feedback) and the control group (teacher feedback). Data were collected through tests to measure students' imlā' errors and questionnaires to assess changes in their psychological attitudes. The results indicate that both peer feedback and teacher feedback effectively improve the accuracy of Arabic letter writing, harakat usage, and word structure. In addition, both feedback strategies positively enhance students' motivation, self-confidence, and engagement in writing activities. These findings confirm that the integration of peer feedback and teacher feedback can foster a more collaborative, effective, and psychologically supportive learning process in imlā' instruction.

Keywords: Peer feedback, Teacher feedback, Imlā', Psychological attitudes, Arabic writing

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INTRODUCTION | مقدمة

Arabic language learning at Madrasah Tsanawiyah plays a strategic role in developing students' overall linguistic competence (Annova et al., 2025). The learning process should not only emphasize mastery of material and language rules theoretically, but also focus on the ability to use Arabic accurately and contextually (Fitriani et al., 2025). In addition to cognitive aspects and language skills, Arabic language learning should also consider the development of students' attitudes and psychological conditions (Nismawati & Darmawati, 2025). Learning interest, self-confidence, perseverance, and students' comfort during the learning process are important factors that influence learning success (Fahri et al., 2025). When students have a positive attitude toward the Arabic language and their learning process, they become more open to practice, corrections, and learning challenges.

In Imlā' learning, for example, students are expected to be able to write Arabic letters, words, and sentence structures correctly according to proper writing rules (Nabilah et al., 2025). However, the success of Imlā' learning is not measured solely by the accuracy of writing but also by the development of students' affective aspects (Mu'awanah & Nurmala, 2024). Self-confidence in writing, motivation to continue practicing, and an open attitude toward teacher feedback and corrections are essential components of the learning process (Safitri & Hanifah,

2025). When students perceive mistakes as a natural part of learning (Saidah & Tawakkal, 2022), Imlā' activities can be conducted more effectively and contribute to the creation of positive and sustainable learning experiences (Metamit et al., 2025).

Although Imlā' learning plays an important role in mastering Arabic writing skills, the reality in many educational institutions shows that its implementation still faces several challenges (Qisty & Miftahuddin, 2025). In most Madrasah Tsanawiyah, errors in writing letters, using harakat, and constructing Arabic words are still commonly found in students' work (Insaniyah & Kumala, 2022). This indicates that students' understanding of writing rules has not yet developed optimally and still requires more intensive and continuous guidance (Aisyah et al., 2023).

In addition, the feedback mechanism in Imlā' learning in many institutions still operates in a one-way manner, centered primarily on the teacher (Jauharoh et al., 2025). Students often only receive corrections without being involved in the process of reviewing, understanding, and rectifying their own mistakes (Syahrianti et al., 2023). The suboptimal implementation of feedback strategies in Imlā' learning significantly affects the development of students' writing skills (Nurlina, 2025). When corrections are not delivered clearly, consistently, and constructively, the process of improving writing errors becomes slower and less focused (Dewi, 2025). As a result, the same errors tend to persist in students' work because they have not yet gained a comprehensive understanding of the location and nature of the mistakes they made.

This type of learning pattern not only limits students' active involvement but also affects their psychological aspects in Arabic language learning (Burhanuddin et al., 2024). Feedback that does not actively engage students can lead to reluctance, decreased self-confidence, and reduced participation in learning activities (Anggraini et al., 2015). In the long term, these negative attitudes can weaken learning motivation and hinder the achievement of comprehensive Arabic literacy competencies. Therefore, a more effective and participatory feedback strategy is needed so that Imlā' learning can support both students' academic and psychological development in a balanced manner (Niaz & Mistry, 2021).

Conceptually, feedback is an essential element in language learning as it serves as a medium for reflection, error correction, and reinforcement of students' understanding of the material (Mardiah, 2023). Teacher-provided feedback functions as a structured correction reference with academic legitimacy, while peer feedback allows students to engage actively in the learning process, exchange understanding, and work collaboratively (Han & Xu, 2020). Through peer feedback, students not only learn to recognize mistakes but also develop metacognitive awareness of their own learning process (Zou et al., 2023). In line with constructivist perspectives and social learning theory, interactions among students in giving and receiving feedback can deepen conceptual understanding while fostering positive attitudes, such as openness, responsibility, and self-confidence in language learning.

Previous studies have shown that peer feedback and teacher feedback play an important role in improving writing skills. Briansyah (2025), through a quasi-experimental study on eighth-grade students at MTs Negeri 1 Jembrana, found that peer feedback was more effective than teacher-written corrective feedback, with a statistically significant improvement in writing skills ($p = 0.003$). The findings indicate that peer feedback encourages active engagement, self-reflection, and a collaborative learning environment (Briansyah, 2025). Similarly, Ayudhia and Syafar (2025), who investigated students' perceptions in an academic writing class, found that teacher feedback and peer feedback complement each other (Ayudhia & Syafar, 2025). Teacher feedback was considered clearer and more reliable, while peer feedback contributed to active

learning, collaboration, and critical reflection. Both studies confirm that integrating these two types of feedback can positively impact the quality of writing instruction and students' attitudes.

Based on a review of the studies by Briansyah (2025) and Ayudhia and Syafar (2025), it can be understood that both peer feedback and teacher feedback contribute to improving writing quality, albeit with different roles and focuses. Briansyah emphasized the effectiveness of peer feedback in enhancing writing accuracy through active participation and collaborative work among students, but the study was still oriented toward cognitive achievement. In contrast, Ayudhia and Syafar focused more on students' perceptions and preferences regarding both types of feedback, providing insights into the affective aspects and the learning process, without specifically examining the correction of linguistic errors. Moreover, both studies did not focus on Arabic writing, particularly *imlā'* errors, and did not integrate a comprehensive analysis of changes in students' psychological attitudes. Therefore, there remains a research gap that needs to be further explored regarding the effect of peer feedback and teacher feedback on improving *imlā'* errors and the psychological attitudes of students at the Madrasah Tsanawiyah level.

This study focuses on the effect of implementing peer feedback and teacher feedback on the improvement of *imlā'* errors and the psychological attitudes of eighth-grade students in Madrasah Tsanawiyah. The aim of the study is to analyze the difference in effectiveness between these two types of feedback in enhancing the accuracy of *imlā'* writing and fostering positive psychological attitudes in students, such as motivation, self-confidence, and engagement in Arabic writing learning. The findings of this study are expected to provide theoretical benefits by strengthening research on feedback strategies in Arabic writing instruction, as well as practical benefits for teachers as a basis for selecting and combining appropriate feedback methods to improve the quality of learning and the development of students' learning attitudes in Madrasah Tsanawiyah.

METHOD

منهج

Research Design

This study employed a quasi-experimental design with a quantitative approach to investigate the effects of peer feedback and teacher feedback on the improvement of students' *imlā'* errors and changes in their psychological attitudes. Specifically, the research adopted a pretest–posttest non-equivalent control group design, in which participants were assigned to groups without randomization due to existing classroom structures (Thyer, 2012). This design was considered appropriate given the limitations of random assignment in formal school settings.

Two intact eighth-grade classes were involved in the study. One class was assigned as the experimental group and received *imlā'* instruction accompanied by peer feedback, while the other class functioned as the control group and received teacher feedback. The study followed a between-subjects approach, in which each group consistently received a different type of feedback throughout the intervention period.

Participant (Subject)

The participants were eighth-grade students of MTs Al-Fath Klaten, who also represented the population of the study. Sample selection was conducted using purposive sampling, with inclusion criteria including students who were actively enrolled in Grade VIII and had participated

in Arabic writing (imlā') instruction during the semester of the study. Each group consisted of 13 students.

The two classes were selected based on the equivalence of their initial imlā' abilities, as indicated by pretest scores, in order to minimize baseline differences between groups. No participants were excluded after group assignment, and all students in the selected classes completed the research procedures.

Research Procedures

The research procedures consisted of three main stages: pretesting, treatment, and posttesting. At the beginning of the study, both groups were administered a pretest to measure their initial imlā' error levels and to confirm the comparability of the groups.

The treatment phase was conducted over four instructional sessions across four consecutive weeks. In the experimental group, peer feedback was implemented in a structured manner. Prior to the intervention, students received brief training on how to provide constructive peer feedback, including identifying errors in Arabic letters, harakat, and word structure, as well as offering corrective suggestions based on teacher-provided guidelines and examples. During each session, students exchanged their imlā' writing tasks and reviewed their peers' work using a feedback checklist designed to guide error identification and correction.

In contrast, the control group received conventional teacher feedback, in which the teacher directly corrected students' imlā' errors and provided explanations without involving peer interaction. After the completion of the intervention, a posttest was administered to both groups to assess improvements in students' imlā' accuracy.

Instruments and Data Collection

Data were collected using tests, questionnaires, and documentation. The imlā' test was administered in the form of pretests and posttests to measure students' improvement in imlā' accuracy before and after the intervention. The questionnaire was designed to examine changes in students' psychological attitudes, including learning motivation, self-confidence, and engagement in Arabic writing activities.

Instrument validity and reliability were examined prior to data collection. The validity coefficients ranged from 0.32 to 0.35, indicating acceptable validity, while the reliability coefficients showed high internal consistency, with Cronbach's alpha values ranging from 0.79 to 0.91. Documentation was used as supporting data and included school profiles, student attendance lists, and instructional records relevant to the implementation of the study (Sudaryono, 2019).

Data Analysis

Data analysis involved descriptive and inferential statistical techniques (Muthmainnah, 2025). Imlā' test scores were analyzed descriptively to obtain mean scores and percentages of improvement. Inferential analysis was conducted using an independent samples t-test after testing for data normality. When the assumption of normality was not met, the Mann–Whitney U test was applied to determine statistically significant differences between the experimental and control groups.

Questionnaire data were analyzed descriptively using mean scores and percentages to illustrate changes in students' psychological attitudes. In addition, inferential analysis was

conducted to examine differences in psychological attitude scores between groups, using appropriate parametric or non-parametric tests based on data distribution.

RESULT | نتائج

This study aimed to examine the effect of peer feedback and teacher feedback on students' imlā' accuracy and learning awareness in Arabic writing. To measure students' improvement, an imlā' test consisting of ten dictated sentences was administered as a pretest and posttest to two groups: an experimental group receiving peer feedback and a control group receiving teacher feedback. Each group consisted of 13 students.

The imlā' test was scored using an analytic rubric with a score range of 0–5. The scoring criteria included the accuracy of Arabic letter formation, correctness of harakat, appropriate use of tashdīd, consistency of word structure, and overall conformity to imlā' rules. A higher score indicated fewer writing errors and greater accuracy in imlā' performance.

Prior to implementation, the test instrument was examined for validity and reliability. The results indicated that all items met acceptable psychometric standards. Validity coefficients ranged from 0.32 to 0.35, while reliability coefficients (Cronbach's Alpha) ranged from 0.79 to 0.91, indicating that the instrument was reliable for measuring students' imlā' performance.

Descriptive Statistics of Pretest and Posttest

The descriptive statistics of students' pretest and posttest scores in both groups are presented in Table 1.

Table 1. Descriptive Statistics of Pretest and Posttest Scores

Group	Type of Test	Validity	Reliability	Average Score
Experimental	Pretest	0.33	0.882	2.8
Experimental	Posttest	0.34	0.914	3.6
Control	Pretest	0.35	0.791	2.7
Control	Posttest	0.32	0.843	3.1

The results show that both groups experienced improvement in their imlā' performance after the intervention. However, the increase in the experimental group was more pronounced, rising from an average score of 2.8 to 3.6. In contrast, the control group demonstrated a more moderate improvement, increasing from 2.7 to 3.1.

Further analysis of students' written work revealed differences in the types of errors that improved across groups. The experimental group showed stronger improvement in error categories related to harakat accuracy, tashdīd usage, and word consistency. Meanwhile, the control group demonstrated clearer improvement in rule-based aspects, particularly in the use of madd letters and basic hamzah placement. These patterns suggest that peer feedback encouraged careful review, awareness, and attention to detail, while teacher feedback reinforced formal rule accuracy.

Inferential Analysis

To determine whether the difference in improvement between the two groups was statistically significant, an independent samples t-test was conducted on the posttest scores. The results are presented in Table 2.

Table 2. Independent Samples t-test Results (Posttest Scores)

Group	Average Score	Standard Deviation	Number of Students (n)
Experiment	3.6	1	13
Control	3.1	0.65	13
t-value	2.41	-	-
p-value	0.024	-	-
Significance Level	0.05	-	-
Conclusion	Significant difference	-	-

The t-test results indicate a statistically significant difference between the experimental and control groups ($p < 0.05$). This finding suggests that students who participated in peer feedback activities achieved greater improvement in imlā' accuracy than those who received teacher feedback alone.

Overall, the results demonstrate that peer feedback and teacher feedback function in a complementary manner. Peer feedback plays an important role in enhancing students' awareness, attentiveness, and responsibility toward their writing, while teacher feedback remains essential for reinforcing formal rules and ensuring linguistic correctness. The integration of both feedback types therefore contributes to a more balanced and effective learning process in Arabic imlā' instruction.

DISCUSSION | مناقشة

This discussion focuses on interpreting the research findings regarding the effects of peer feedback and teacher feedback on the improvement of imlā' accuracy and the development of students' psychological attitudes in mahārah kitābah learning. Overall, the findings indicate that both forms of feedback contribute positively, albeit through different learning mechanisms.

First, the greater improvement in imlā' accuracy observed in the experimental group indicates that peer feedback is effective in increasing students' awareness of their own writing errors. Students' involvement in reviewing and correcting their peers' writing encourages reflective processes and heightened attention to linguistic details, such as harakat, tashdīd, and consistency in word spelling. This finding aligns with constructivist learning theory, which emphasizes that knowledge is actively constructed through social interaction and shared reflection.

Second, although the improvement in the control group was relatively lower, teacher feedback was shown to play an important role in reinforcing students' understanding of formal imlā' rules, particularly in aspects governed by standardized conventions, such as the use of mad letters and basic hamzah rules. This suggests that the teacher's role as an academic authority remains essential to ensure conceptual accuracy and to prevent potential misconceptions that may arise during peer feedback processes.

Third, the finding that certain errors, such as hamzah spelling, were not completely eliminated despite the provision of feedback indicates that complex aspects of imlā' require a combination of sustained instructional strategies. Peer feedback helps students understand errors through peer discussion and explanation, while teacher feedback serves as final validation of correct rules. Therefore, the effectiveness of imlā' instruction does not depend on a single type of feedback but rather on the integration of both.

In addition to cognitive outcomes, the results also reveal important implications for students' psychological aspects. The implementation of peer feedback creates a more supportive

and collaborative learning environment, fostering students' confidence and reducing their fear of making mistakes. Errors are no longer perceived as failures but as part of the learning process. Meanwhile, teacher feedback provides academic reassurance, as students gain confirmation of the correctness of the rules they apply.

Overall, the findings of this study affirm that peer feedback and teacher feedback serve different yet complementary functions in *imlā'* learning. Peer feedback contributes to increased awareness, learner autonomy, and positive attitudes toward writing instruction, while teacher feedback ensures accuracy and stability in students' understanding of linguistic rules. Therefore, the implementation of an integrated feedback strategy is recommended to achieve optimal *imlā'* learning outcomes, both academically and psychologically.

CONCLUSSION | خاتمة

This study concludes that peer feedback and teacher feedback both positively contribute to improving students' *imlā'* accuracy and psychological attitudes in *mahārah kitābah* learning. Peer feedback enhances students' awareness, autonomy, and confidence in identifying writing errors, while teacher feedback ensures the accuracy of formal *imlā'* rules. The integration of both feedback strategies proves to be more effective than using a single approach, as they function complementarily to support students' cognitive and psychological development.

From a pedagogical perspective, these findings imply that teachers should be equipped with the skills to train students in providing constructive peer feedback, such as guiding them to use clear feedback criteria, error-checklists, and respectful language during review activities. Furthermore, the results support the development of *imlā'* learning modules that systematically integrate peer feedback activities alongside teacher feedback to foster a more collaborative and reflective writing environment.

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