

**BUILDING STUDENT LEARNING READINESS AND ENGAGEMENT THROUGH A PRE-
PRESENTATION FEEDBACK STRATEGY IN HIGHER EDUCATION**

Raudiyah Rizki R

Program Studi Pendidikan Matematika, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam
Negeri Sumatera Utara, Medan, Indonesia

Correspondance Email: raudiyahrizkir@uinsu.ac.id

ABSTRACT

Learning readiness and student engagement are fundamental factors influencing the quality of teaching and learning in higher education. Nevertheless, group presentations are often conducted with limited preparation, resulting in superficial discussions, insufficient conceptual understanding, and the potential for misconceptions during classroom learning. This study aimed to explore how the Pre-Presentation Feedback Strategy (SUPP) fosters students' learning readiness and engagement by providing academic feedback prior to classroom presentations. A descriptive qualitative approach was employed at the Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sumatera Utara, Indonesia. The strategy was implemented across several undergraduate courses for more than two semesters, involving over 200 third-semester and senior students. Data were collected through classroom observations, semi-structured interviews with student representatives from each class, document analysis, end-of-course evaluations, and the lecturer's reflective notes. The data were analyzed using the interactive model of Miles, Huberman, and Saldaña. The findings reveal that SUPP enhanced students' learning readiness by encouraging systematic preparation, revision based on academic feedback, and deeper conceptual understanding before presentations. Furthermore, the strategy promoted higher levels of student engagement, as reflected in improved presentation quality, more active classroom discussions, greater self-confidence, and stronger academic responsibility. Students also reported a shift in perception, from initially viewing the strategy as demanding to recognizing its contribution to improving their learning experience. These findings suggest that the Pre-Presentation Feedback Strategy has the potential to foster a more reflective, collaborative, and improvement-oriented learning culture in higher education

Keywords: academic feedback; higher education; learning readiness; pre-presentation feedback strategy; student engagement.

INTRODUCTION

The quality of learning in higher education is determined not only by lecturers' expertise but also by students' learning readiness and engagement throughout the learning process. Students who are well prepared tend to understand concepts more deeply, actively participate in discussions, and demonstrate greater confidence in expressing academic arguments. In contrast, insufficient preparation often results in passive participation, superficial understanding, and limited interaction during classroom activities. Although group presentations are widely used to develop communication, critical thinking, and collaboration skills, they are frequently prepared only shortly before the presentation, leaving little opportunity for revision or academic feedback. As a result, presentations often emphasize task completion rather than meaningful learning, while conceptual misconceptions may remain uncorrected until the presentation is already taking place.

Recent developments in educational research highlight the importance of feedback as an integral part of learning rather than merely an evaluation of learning outcomes. Effective feedback enables students to understand their current level of performance, identify learning goals, and determine appropriate strategies for improvement (Hattie & Timperley, 2007). More recent perspectives emphasize feedback literacy, referring to students' ability to interpret and use feedback to improve subsequent learning (Carless & Boud, 2018). Likewise, the concept of the feedback spiral argues that feedback should be provided while students still have opportunities to revise their work, thereby functioning as feedforward that supports continuous improvement rather than simply correcting completed tasks (Carless, 2019). Such an approach is expected not only to improve students' conceptual understanding but also to strengthen their confidence and engagement during classroom discussions.

Based on teaching experience at the Faculty of Education and Teacher Training, Universitas Islam Negeri Sumatera Utara, this study implemented the Pre-Presentation Feedback Strategy (SUPP), which requires students to submit their papers and presentation slides seven days before their scheduled presentations. This procedure enables lecturers to provide formative academic feedback on conceptual accuracy, references, content organization, and presentation quality before students present their work in class. Students subsequently revise their work based on the feedback received, ensuring that presentations become opportunities to communicate refined understanding rather than initial attempts to learn the material. Although students initially perceived the strategy as demanding, they gradually demonstrated greater learning readiness, improved presentation quality, and more active participation in classroom discussions. Therefore, this study aims to examine how the implementation of SUPP contributes to enhancing students' learning readiness and engagement in higher education.

The quality of learning in higher education is determined not only by lecturers' expertise but also by students' learning readiness and engagement throughout the learning process. Students who are well prepared tend to understand concepts more deeply, connect new knowledge with prior experiences, and participate actively in academic activities. Conversely, inadequate learning readiness often results in passive participation, limited confidence in expressing ideas, and superficial conceptual understanding. In line with the learner-centered paradigm of twenty-first-century education, students are expected to construct knowledge actively through discussion, collaboration, critical thinking, and reflection rather than merely receiving information. Consequently, effective learning should not only focus on learning outcomes but also create meaningful learning experiences that foster critical thinking, communication, collaboration, and students' responsibility for their own learning.

Group presentations are widely employed in higher education to develop communication, critical thinking, and collaboration skills. Effective presentation skills also play an important role in improving students' academic communication and presentation performance (Rahmadhania et al., 2025). However, conventional presentation practices frequently face several challenges. Students often prepare papers and presentation slides only shortly before the scheduled presentation, leaving

insufficient time for reviewing, revising, or improving the quality of their work. As a result, presentations tend to emphasize task completion rather than conceptual understanding, while classroom discussions often remain superficial because students struggle to explain concepts, respond to questions, or defend their arguments. These challenges become more problematic when lecturers identify conceptual errors only during the presentation, allowing misconceptions to be shared before they can be corrected and reducing opportunities for deeper academic discussion.

Recent developments in educational research emphasize that feedback should function as an integral part of learning rather than merely an evaluation of learning outcomes. Effective feedback enables students to recognize their current level of performance, understand learning goals, and identify strategies for improvement (Hattie & Timperley, 2007). More recent perspectives extend this view through the concept of feedback literacy, which highlights students' ability to interpret, value, and use feedback to enhance subsequent learning (Carless & Boud, 2018). Similarly, Carless (2019) introduced the concept of the feedback spiral, emphasizing that feedback is most beneficial when it is provided while students still have opportunities to revise their work. In this sense, feedback functions as feedforward, guiding students to improve their learning before formal assessment or academic performance. Such an approach not only strengthens conceptual understanding but also has the potential to increase students' confidence and engagement throughout classroom learning.

Drawing on teaching experience at the Faculty of Education and Teacher Training, Universitas Islam Negeri Sumatera Utara, this study implemented the Pre-Presentation Feedback Strategy (SUPP) to strengthen students' learning readiness and engagement through formative academic feedback before classroom presentations. Unlike conventional presentation practices, the strategy requires students to submit their papers and presentation slides seven days before the scheduled presentation, allowing lecturers to review conceptual accuracy, references, content organization, and presentation quality before classroom implementation. Students subsequently revise their work based on the feedback received, ensuring that presentations represent refined understanding rather than initial attempts to learn the material. Although students initially perceived the strategy as demanding because of the earlier submission requirement, they gradually reported improved learning readiness, higher-quality presentations, and more active participation in classroom discussions. These observations provide the rationale for investigating how the implementation of the Pre-Presentation Feedback Strategy contributes to enhancing students' learning readiness and engagement in higher education.

RESEARCH METHODS

This research employed a descriptive qualitative approach to explore how the Pre-Presentation Feedback Strategy (SUPP) builds students' learning readiness and engagement in higher education. The study was conducted at the Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sumatera Utara, Indonesia, where the strategy has been consistently implemented across several undergraduate courses for more than two academic semesters. The participants involved more than 200 undergraduate students from the third semester and above, as the strategy was considered more appropriate for students who had already developed basic academic and collaborative learning skills.

Data were collected through classroom observations conducted by the course lecturer, semi-structured interviews with four to seven student representatives from each class, document analysis of students' papers and presentation slides, documentation of classroom learning activities, end-of-course evaluation records, and the lecturer's reflective notes. The interviews were conducted at the end of each semester to explore students' perceptions and learning experiences following the implementation of the strategy. Data were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña, which includes data condensation, data display, and conclusion drawing and verification. To enhance the trustworthiness of the findings, data triangulation was achieved by comparing evidence obtained from observations, interviews, documentation, and reflective records.

RESULTS AND DISCUSSION

The Pre-Presentation Feedback Strategy (SUPP) was implemented consistently across several undergraduate courses in the Faculty of Education and Teacher Training at Universitas Islam Negeri Sumatera Utara. The strategy consisted of six sequential stages: Preparation, Early Submission, Academic Feedback, Revision, Guided Presentation, and Reflection. Unlike conventional presentation practices commonly adopted in higher education, students were required to submit their papers and presentation slides seven days before their scheduled classroom presentations. This early submission enabled the lecturer to provide formative academic feedback on conceptual accuracy, the relevance and completeness of references, the organization of the content, and the quality of the presentation materials before students presented their work in class.

Throughout the implementation of the strategy, the lecturer systematically reviewed each group's paper and presentation slides and provided constructive academic feedback that students were required to address before their scheduled presentations. This process enabled students to revise and refine their work, ensuring that the presentation materials had undergone academic validation prior to classroom delivery. Classroom observations indicated that the implementation of this strategy encouraged students to prepare their presentation materials more systematically and thoroughly than in previous presentation practices.

Table 1. Stages of the Pre-Presentation Feedback Strategy (SUPP)

Stage	Description of Activities
Preparation	Student groups are assigned presentation topics and prepare papers and presentation slides by reviewing relevant literature, discussing key concepts, and organizing presentation materials collaboratively.
Early Submission	Student groups submit their papers and presentation slides seven days before the scheduled presentation, allowing sufficient time for academic review before classroom implementation.
Academic Feedback	The lecturer reviews the submitted materials and provides constructive feedback on conceptual accuracy, content organization, supporting references, presentation design, and academic writing quality.
Revision	Student groups revise their papers and presentation slides based on the lecturer's feedback to improve conceptual understanding, correct inaccuracies, and strengthen the overall quality of their presentation materials.
Guided Presentation	Students present the revised materials in class, while the lecturer facilitates the discussion by providing immediate clarification and guidance whenever misconceptions or inaccurate explanations emerge.
Reflection	At the end of the learning process, students reflect on their learning experiences through class evaluation and representative interviews, while the lecturer documents observations and reflective notes to evaluate the implementation of the strategy.

Table 1. summarizes the six stages of the Pre-Presentation Feedback Strategy (SUPP) implemented throughout the learning process. The strategy was designed to provide students with formative academic feedback before classroom presentations, enabling them to revise and improve their work prior to presenting it to their peers. Although the implementation followed these six structured stages consistently across courses, students' responses evolved over time. During the initial implementation, several students perceived the requirement to submit papers and presentation slides seven days before the scheduled presentation as demanding because it required earlier preparation than they were accustomed to. However, after experiencing several learning cycles, students gradually adapted to the strategy and expressed more positive perceptions, recognizing that the early submission process provided valuable opportunities to receive academic feedback, improve the quality of their presentation materials, and participate more confidently during classroom discussions.

The implementation of the Pre-Presentation Feedback Strategy (SUPP) was initially perceived by several students as demanding because it required papers and presentation slides to be submitted one week before the scheduled classroom presentation. During the early stages of implementation, students needed to adapt to a learning process that required earlier preparation while simultaneously managing assignments from other courses. However, as they experienced several learning cycles,

their perceptions gradually became more positive, and they recognized the academic benefits of the strategy.

This change in perception was reflected in the interviews conducted with student representatives. One student explained:

"At the beginning, I felt that this strategy was quite demanding because we had to prepare the paper and presentation slides much earlier while also managing assignments from other courses. However, after experiencing several presentation cycles, I realized that the early submission requirement actually helped me understand the course material more thoroughly. Receiving feedback before the presentation gave us enough time to revise our work, so we came to class feeling much more prepared and confident." (S1)

Similarly, another student stated:

"This was the first time I had experienced a learning strategy like this, so initially it was surprising and required considerable adjustment. Nevertheless, after following the process, I found it very beneficial because we were able to improve our presentation materials before presenting them in class. As a result, we became more prepared, our understanding of the topic improved, and we felt more confident when explaining the material during classroom discussions." (S2)

The interview findings suggest that students' initial resistance was primarily associated with the increased demands of early preparation rather than dissatisfaction with the strategy itself. As students became accustomed to the implementation process, they increasingly perceived pre-presentation feedback as an opportunity to strengthen conceptual understanding, improve the quality of presentation materials, and develop greater confidence during classroom discussions. These findings were consistent with classroom observations, which indicated that students prepared their learning materials more systematically and participated more actively in discussions than in previous presentation-based learning practices.

The findings support the principles of formative feedback proposed by Hattie and Timperley (2007), who argue that effective feedback enhances learning by helping students recognize the gap between their current performance and expected learning goals. They also align with the concept of feedback literacy introduced by Carless and Boud (2018), which emphasizes students' ability to understand, interpret, and use feedback to improve subsequent learning. In the context of this study, receiving academic feedback before classroom presentations enabled students not only to revise their work but also to construct a deeper understanding of the learning content, thereby fostering greater learning readiness and engagement throughout the instructional process.

These findings indicate that feedback provided before classroom presentations functioned as a form of feedforward, enabling students to improve the quality of their work before engaging in the learning process. This approach is consistent with the principles of assessment for learning, which position feedback as an integral component of learning rather than merely a means of evaluating learning outcomes (Carless & Winstone, 2023). By receiving constructive academic feedback prior to classroom presentations, students were able to revise their conceptual understanding, address inaccuracies, and refine their presentation materials, thereby minimizing the likelihood of misconceptions during classroom discussions.

Furthermore, the findings reinforce those of Morris, Perry, and Wardle (2021), who concluded that formative feedback is most effective when students are provided with meaningful opportunities to apply feedback before summative assessment. In the present study, the one-week interval between submission and presentation created sufficient time for students to reflect on the lecturer's comments, revise their work, and strengthen both their conceptual understanding and presentation quality. This process demonstrates that the effectiveness of feedback depends not only on the quality of the comments provided but also on the availability of opportunities for students to act upon that feedback before demonstrating their learning.

Improved Students' Learning Readiness through the Pre-Presentation Feedback Strategy

Classroom observations indicated that the implementation of the Pre-Presentation Feedback Strategy (SUPP) contributed to substantial improvements in students' learning readiness prior to classroom presentations. Compared with conventional presentation practices, students demonstrated better conceptual understanding, prepared more comprehensive presentation materials, and participated more confidently during classroom discussions. These improvements

were reflected in several indicators, including conceptual accuracy, completeness of academic references, quality of presentation slides, mastery of the subject matter, and self-confidence.

Table 2. Summary of Classroom Observation on Students' Learning Readiness

Learning Readiness Indicator	Conventional Presentation Practice (%)	SUPP Implementation (%)	Observed Improvement
Conceptual accuracy	40	90	Students demonstrated fewer conceptual errors and explained concepts more accurately.
Completeness of references	70	100	Students incorporated more relevant and up-to-date academic references.
Quality of presentation slides	70	90	Presentation slides became more systematic, visually organized, and academically appropriate.
Mastery of subject matter	60	98	Students showed deeper conceptual understanding and responded to questions more effectively.
Self-confidence	80	90	Students presented more confidently and participated more actively during classroom discussions.

Source: Classroom observation conducted by the lecturer during the implementation of the Pre-Presentation Feedback Strategy (SUPP). The percentages represent the level of achievement of each indicator based on the observation rubric.

From tabel 2, observational findings consistently demonstrated improvements across all learning readiness indicators following the implementation of SUPP. The greatest improvements were observed in conceptual accuracy and mastery of the subject matter, suggesting that the opportunity to receive academic feedback before classroom presentations enabled students to strengthen their conceptual understanding before explaining the material to their peers. Likewise, improvements in presentation quality, completeness of references, and self-confidence indicate that the strategy encouraged students to prepare more systematically and engage more actively throughout the learning process.

The observation findings were further supported by document analysis of students' revised papers and presentation slides. Most student groups responded positively to the lecturer's feedback by making substantive revisions before their scheduled presentations. These revisions focused not only on correcting conceptual inaccuracies but also on improving the academic quality of their presentation materials.

Table 3. Types of Revisions Made by Students Following Academic Feedback

Type of Revision	Groups Revising (%)	Description of Revisions
Conceptual accuracy	95	Correcting misconceptions and improving conceptual explanations.
Academic references	80	Adding more relevant and credible scholarly references.
Presentation slides	90	Improving layout, visual organization, readability, and consistency.
Supporting examples	80	Revising or adding examples to strengthen conceptual understanding.
Academic language	80	Improving clarity, grammar, and academic writing style.

Source: Document analysis of students' revised papers and presentation slides.

The document analysis revealed that conceptual accuracy represented the most frequently revised aspect, followed by improvements in presentation design, references, supporting examples, and academic language. These findings suggest that students did not merely make superficial revisions but actively engaged with the lecturer's feedback to enhance both the quality of their work and their understanding of the course content. The revision process therefore functioned as an important stage of learning rather than simply as a requirement before classroom presentations.

The findings were further reinforced by interview data. Students explained that revising their papers and presentation slides encouraged them to revisit the learning materials before presenting

them in class. This process enabled them to identify conceptual misunderstandings, improve the organization of their presentation materials, and develop greater confidence when responding to questions from both the lecturer and their classmates.

Taken together, the observation, document analysis, and interview findings indicate that the Pre-Presentation Feedback Strategy promoted students' learning readiness by encouraging systematic preparation, conceptual refinement, and reflective learning before classroom presentations. These findings support the principles of assessment for learning, which position feedback as an integral part of the learning process rather than merely an evaluation of learning outcomes (Carless & Winstone, 2023). The findings also reinforce the concept of feedforward, whereby feedback is provided before students demonstrate their learning, enabling them to improve their work through revision and reflection. Consistent with the systematic review by Morris et al. (2021), the present study demonstrates that formative feedback becomes more meaningful when students are provided with sufficient opportunities to act upon feedback before summative performance. In the context of this study, the one-week interval between submission and presentation provided adequate time for students to revise their work, deepen their conceptual understanding, and enter classroom discussions with greater confidence and academic preparedness.

The observed improvement in learning readiness indicates that students no longer prepared their presentations merely to fulfill course requirements but instead developed a deeper understanding of the subject matter prior to classroom discussions. This finding is consistent with the concept of feedback literacy, which emphasizes students' ability to interpret, utilize, and apply feedback as an essential component of the learning process (Carless & Winstone, 2023). Through repeated engagement with constructive academic feedback, students became more capable of identifying conceptual weaknesses and refining their understanding before presenting their work.

Furthermore, the opportunity to revise presentation materials functioned as a form of instructional scaffolding, supporting students in gradually constructing knowledge before participating in classroom discussions. Rather than viewing revision as a corrective activity, students used it as a learning process that strengthened both conceptual understanding and academic confidence. Consequently, the Pre-Presentation Feedback Strategy (SUPP) contributed not only to improving the quality of students' learning products but also to fostering stronger learning readiness, thereby enabling more meaningful participation in collaborative classroom learning.

The Pre-Presentation Feedback Strategy (SUPP) Promotes Student Engagement

Classroom observations revealed that the implementation of the Pre-Presentation Feedback Strategy (SUPP) substantially enhanced students' engagement throughout the learning process. Compared with previous presentation practices, students participated more actively in classroom discussions by asking questions, responding to their peers' ideas, expressing arguments, and engaging in deeper academic conversations. The improvement was particularly evident during question-and-answer sessions, where students demonstrated greater confidence and willingness to contribute to classroom dialogue.

Table 4. Classroom Observation of Student Engagement during the Implementation of SUPP

Engagement Indicator	Observational Findings
Questioning	Students asked more relevant and critical questions during classroom discussions.
Responding	Students provided more frequent and well-reasoned responses to questions and comments.
Peer discussion	Classroom discussions became more interactive, with deeper exchanges of ideas among students.
Participation during presentations	More students actively participated throughout the presentation sessions.
Learning enthusiasm	Students showed greater enthusiasm and sustained participation, particularly during question-and-answer activities.

Source: Classroom observation conducted by the lecturer during the implementation of the Pre-Presentation Feedback Strategy (SUPP).

The observation findings were supported by interview data. Students explained that revising their papers and presentation slides before presenting in class increased their confidence because their work had already received constructive academic feedback from the lecturer. As a result, they felt more prepared to explain concepts, answer questions, and participate actively in classroom discussions without fear of conveying inaccurate information.

The findings indicate that improved learning readiness contributed directly to higher levels of student engagement. Students who possessed stronger conceptual understanding and better preparation demonstrated greater confidence in expressing opinions, responding to questions, and critically evaluating the presentations of other groups. Rather than participating passively, students became active contributors to the learning process by engaging in meaningful academic discussions and collaborative knowledge construction.

These findings are consistent with the multidimensional model of student engagement proposed by Fredricks et al. (2004), which conceptualizes engagement as comprising behavioral, cognitive, and emotional dimensions. Behavioral engagement was reflected in students' increased participation during presentations and discussions, cognitive engagement was evident in the depth of their arguments and conceptual understanding, while emotional engagement was demonstrated through their enthusiasm and confidence throughout the learning process. Furthermore, the findings support Kahu's (2013) conceptual framework, which argues that student engagement is shaped by the quality of students' educational experiences. In the present study, the Pre-Presentation Feedback Strategy (SUPP) created a more meaningful learning experience by integrating systematic preparation, formative academic feedback, and reflective revision before classroom presentations. These interconnected learning activities not only enhanced students' readiness but also fostered a more interactive, collaborative, and student-centered learning environment.

Students' Responses to the Implementation of the Pre-Presentation Feedback Strategy (SUPP)

The end-of-semester evaluation indicated that most students expressed positive perceptions of the implementation of the Pre-Presentation Feedback Strategy (SUPP). Although many students initially perceived the strategy as demanding because it required papers and presentation slides to be submitted seven days before the scheduled presentation, they gradually recognized its educational benefits after experiencing several learning cycles. By the end of the semester, students acknowledged that the strategy had improved not only the quality of their presentations but also their overall learning process.

Table 5. Summary of Students' Responses to the Implementation of SUPP

Theme	Students' Responses
Increased discipline	Students became more disciplined because of the requirement to submit papers and presentation slides seven days before the presentation.
Better preparedness	Students felt better prepared before presenting in class.
Greater self-confidence	Students reported increased confidence when explaining concepts and responding to questions.
More interactive discussions	Classroom discussions became more active and academically meaningful.
Greater responsibility	Students demonstrated stronger responsibility for the quality of their presentations and learning materials.

Source: End-of-semester class evaluation and interviews with class representatives.

The findings suggest that students' perceptions evolved throughout the implementation process. While the strategy was initially viewed as increasing the academic workload, students gradually came to appreciate its value as they experienced the benefits of systematic preparation, lecturer feedback, and opportunities for revision. This shift indicates that meaningful learning innovations may require an initial period of adaptation before their educational value becomes evident to students.

The positive responses also demonstrate that the benefits of SUPP extended beyond improvements in presentation quality. Students reported greater discipline, confidence, and responsibility throughout the learning process. This finding is consistent with Rahayu et al. (2024), who found that constructive reinforcement contributes to higher motivation, confidence, and classroom engagement. In the present study, these positive outcomes were achieved through formative feedback and opportunities for revision before classroom presentations rather than through external rewards or punishments.

These findings are consistent with the multidimensional model of student engagement proposed by Fredricks et al. (2004). Similar findings have also been reported by Alfini et al. (2025), who demonstrated that learning strategies promoting active participation significantly improve students' classroom activeness and learning outcomes. The present study extends these findings by showing

that students' engagement can also be strengthened through formative academic feedback provided before classroom presentations.

These findings are consistent with Nicol's perspective on feedback and self-regulated learning, which emphasizes that effective feedback should enable students to take an active role in monitoring, evaluating, and improving their own learning. Within the context of this study, the requirement to revise papers and presentation materials before classroom presentations encouraged students to reflect on the lecturer's feedback, identify weaknesses in their work, and make purposeful improvements prior to demonstrating their learning. Consequently, feedback became an integral part of the learning process rather than merely a post-performance evaluation.

Overall, the findings indicate that the Pre-Presentation Feedback Strategy (SUPP) functioned not only as an instructional strategy but also as a means of cultivating a positive academic culture characterized by discipline, reflective learning, responsibility, and continuous improvement. These characteristics are essential for promoting sustainable learning practices and preparing students to become independent and lifelong learners.

CONCLUSIONS

This research demonstrates that the Pre-Presentation Feedback Strategy (SUPP) is an effective pedagogical approach for building students' learning readiness and engagement in higher education. By requiring students to submit presentation materials one week before classroom presentations and providing constructive academic feedback prior to the presentation session, the strategy encourages systematic preparation, conceptual refinement, and reflective learning. These processes contribute to improved presentation quality, more active classroom discussions, greater academic confidence, and stronger student responsibility throughout the learning process. The findings suggest that pre-presentation feedback should be viewed not merely as a corrective practice but as an integral component of instructional design that supports meaningful learning and promotes a more reflective and collaborative learning culture in higher education. This study contributes to the growing literature on formative feedback by demonstrating the pedagogical value of integrating academic feedback before classroom presentations. Nevertheless, the findings are limited to a qualitative investigation conducted within a single faculty and should therefore be interpreted within this context. Future research is recommended to examine the implementation of the strategy across different disciplines and institutional settings using mixed-method or experimental approaches. Further studies may also investigate its influence on academic achievement, higher-order thinking skills, and technology-supported learning environments to strengthen the evidence for its broader application in higher education.

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