# THE IMPLEMENTATION OF SANDWICH FEEDBACK TO MINIMIZE STUDENTS' MISBEHAVIORS

Hananya Suratinoyo
01101190015@student.uph.edu
English Language Education Study Program
Faculty of Education

## ABSTRACT

Misbehavior is a challenge for Christian education. Misbehavior is disruptive behavior. As a facilitator, a Christian teacher must redeem students' misbehavior by putting God at the center and students as the orientation. Teachers facilitate students in the classroom by providing feedback on students' misbehavior. Sandwich feedback is a format for addressing feedback by putting corrections between praises. This method has been used to deliver corrections without demotivating students. The purpose of this research paper is to find out how teachers implement sandwich feedback toward grade five students' misbehavior. The sandwich feedback in this research paper is integrated with a biblical Christian worldview. In conclusion, the sandwich feedback successfully address correction and minimize misbehavior quickly but does not minimize future misbehavior. The writer suggests teachers establish students' trust; conduct in-depth analysis of students' misbehavior; collaborate with other teachers; avoid criticizing too much; and focus on fixing misbehavior. Future research can explore the comparison between corrective feedback, sandwich feedback, and positive feedback on students' misbehavior.

**Keywords:** Teacher's feedback, Students' misbehavior, Five Graders.

## ABSTRAK

Perilaku buruk siswa adalah sebuah tantangan terhadap pendidikan Kristen. Perilaku buruk siswa adalah perilaku mengganggu. Sebagai fasilitator, seorang guru Kristen harus menebus perilaku buruk siswa dengan menempatkan Tuhan sebagai pusat dan siswa sebagai orientasi. Umpan balik guru terhadap perilaku buruk siswa adalah cara guru memfasilitasi siswa di dalam kelas. Umpan balik *sandwich* adalah sebuah format penyampaian umpan balik dengan menempatkan koreksi di antara pujian-pujian. Metode ini telah digunakan untuk menyampaikan koreksi tanpa mendemotivasi para siswa. Tujuan dari laporan penelitian ini adalah untuk menemukan bagaimana guru mengimplementasikan umpan balik *sandwich* terhadap perilaku buruk siswa kelas lima. Umpan balik *sandwich* dalam laporan penelitian ini diintegrasikan dengan pandangan dunia Kristen. Kesimpulannya, umpan balik *sandwich* berhasil menyampaikan koreksi dan mengurangi perilaku buruk dengan cepat tetapi tidak dapat mengurangi perilaku buruk di Kemudian hari. Penulis menyarankan guru untuk membangun kepercayaan siswa; melakukan analisis mendalam terhadap perilaku buruk siswa; berkolaborasi dengan guru-guru yang lain; menghindari memberi kritik terlalu banyak; dan fokus memperbaiki sebuah perilaku buruk. Penelitian selanjutnya dapat mengeksplorasi perbandingan antara umpan balik korektif, *sandwich*, dan positif terhadap perilaku buruk siswa.

**Kata kunci:** Umpan balik guru, Perilaku buruk siswa, Siswa kelas lima.

## BACKGROUND

God created man in His image (Gen. 1:27). God created everything good and for a good reason. Knight (2006) said that students are God's children who bear God's likeness and whom Christ died for. God gave humans a cultural mandate to work on and cultivate the other creations (Gen. 2:15). However, man fell into sin, and the image of God in humans was polluted (Gen. 3).

The manifestation of this pollution and distortion happened in the classroom when students misbehaved. Sin distorts humans' ability to behave appropriately in accordance with God's command. Grudem (1994) stated that sin distortion in human hearts makes humans have rebelliousness, disobedience, disruption, trouble in perception and analysis, irrational thoughts and acts, faulty reasoning, immorality in action, attitude, and moral nature toward God, His command, and His creation. Erickson (2013) mentioned that sin is the failure to obey God, to uphold the standard of righteousness, and to listen to God. Bavinck (2006) stated that sin is lawlessness and hostility against God. Ideally, students are responsive, ready, and responsible. However, the writer discovered that students misbehaved in class during her second field experience (see Appendices 1–5). Misbehavior defined as all bad, disruptive, or inappropriate behavior.

Misbehavior is a challenge for Christian schools. Christian education educates students as holistic beings, including their morality. There must be a solution to students' misbehavior that transforms them inside and out. Wolterstorff (2002) mentioned that students' education must be valuable and important to them both inside and outside of the classroom.

Christian teachers are facilitators that responsible for students' transformations in learning by integrating learning with Biblical Christian worldview. Van Brummelen (2009) stated that teachers should encourage and redirect students' misbehavior into the appropriate one. Teachers play an important role in reducing students' misbehavior. As Puspitaloka and Syafitri (2019) found, there are two factors involved in students' misbehavior: internal (the students themselves) and external (teachers and society). Teacher directs students' actions during the teaching and learning process by using feedback.

Teachers' feedback research is mostly done to improve students' cognitive and psychomotor skills. For example, teachers' feedback influenced students' performance and language skills. (Asmayana, 2015; Tonekaboni, 2016; Siauw, 2016; Wahyuni, Zainil, & Octavia, 2019; Faniyanti, 2019; Khairani & Refnaldi, 2020). (Mahdi and Saadany, 2013; Irawan & Salija, 2017). In addition, a survey conducted by Burnett and Mandel (2010) found that non-targeted feedback is ineffective because it is indirectly connected to a particular behavior.

Sandwich feedback is a type of feedback that focuses on how the format is delivered. Sandwich feedback is a method of providing corrective feedback that is sandwiched between praises. Besides, "sandwich feedback" is also known to deliver corrective feedback by paying attention to the receiver's feelings. The sandwich feedback helps to maintain the self-esteem and motivation of the feedback receiver. This sandwich type of feedback delivery is also known as PIP (praise-improvement-praise), 3C (compliment-criticism-compliment), or burger feedback. Sandwich feedback (as teacher feedback) can be used to address students' misbehavior while still maintaining students' self-esteem. "Negative feedback is never easy to give, but

sandwiching criticism between layers of praise makes it more palatable and more effective." (Dohrenwend, 2002, p. 43).

This research paper aims to find out how teachers implement sandwich feedback toward grade five students' misbehavior. Furthermore, this research paper conducted using a qualitative descriptive research methodology. Nassaji (2015) stated that descriptive research aims to describe a reality's features. Data collected from the second field experience from July to August 2022 in a portfolio. The data collected in a private Christian primary school in Tangerang, Indonesia. The participants involved are 5A homeroom teacher and twenty-two 5A students.

**STUDENTS' MISBEHAVIOR**

Misbehaviors are students' negative behaviors. Misbehavior affects students' cognitive, emotional, and psychomotor functioning. Misbehavior affects students and teachers, including the student-teacher and student-peer relationships. Vidić (2022) defined students' misbehavior as all disruptive actions. Mardliyah (2019) defined students' misbehavior as disobedience that disrupts teaching and learning, violates classroom norms, or disrupts classroom order.

Students misbehave because they are exploring. In Piaget's theory of cognitive development, grade five students (commonly) are in concrete operational stage (7-11 years). Babakr, Mohamedamin, and Kakamad (2019) stated that in this stage, children establish the logical operations for logical reasoning. They learn how to classify things. Santrock (2018) explained that Pavlov's classical conditioning hypothesis exaggerates the link between neutral and important stimuli and reactions. Skinner's operant conditioning stated that rewards and punishments

influence behaviors. Vygotsky said Children need guidance and help to grow. Children learn from the more knowledgeable others (MKO) in the zone of proximal development (ZPD). The teacher, as the MKO in the class, facilitates the scaffolding process by modifying the guidance or assistance.

In a biblical Christian worldview, students' misbehavior is evidence of human sinfulness. Sin affects teachers and students. Students' ability to reason and feel righteously is corrupted by their sinful nature. Behavior is misinterpreted (Rom. 3:23). According to Grudem (1994), sinful nature generates rebelliousness, disobedience, disturbances, difficulties with perceptions, irrational and incorrect thinking, rejection of God's existence, and failure to understand God and His moral rule. Sin impacts the sinner and future generations. Sin ruined students' relations with God. Greene (1998) stated that learning and teaching should always be a response to God, and understanding God is most important (Joh. 17:3). Therefore, all true learning is enabled by God so that we can know Him.

This research was conducted at a private Christian school where the Christian education curriculum is different from other schools. Christian education educates students holistically to lead them into Christlikeness. The purpose of Christian education, especially in the school where this research was conducted in accordance with the vision and mission of the foundation, is to transform students' lives holistically, including their emotions. Christian education provides a holistic, transformational, and Christ-centered education. Christian education believes that every child, as an image of God, must be educated holistically (cognition, affection, and psychomotor) so that they can live as a whole person with godly character and

have a social impact to glorify God. Therefore, students' misbehavior (immorality) is a concern to Christian schools.

Students' misbehavior is characterized by form (verbal and nonverbal), impact (minor or major), patterns (once or repetitive), and underlying causes (intrinsic and extrinsic). Based on the form, include verbal and non-verbal misbehavior. Verbal misbehavior included verbal bullying, sarcasm, lying, and cursing. Non-verbal misbehavior included skipping assignments, bullying peers, plagiarism, cheating, breaking facilities, daydreaming, being late, doodling unrelated images on worksheets, stealing, borrowing without permission, and leaving class without permission. Based on the impact, it includes minor and major misbehavior. Minor misbehavior occurs when students try to do the right thing but fail. Halimah, Fitriana, and Ariyanti (2019) discovered that talking is the most common minor classroom misbehavior. Major misbehavior is intentional rule breaking. Based on the pattern, it includes pattern once and repeated . Unintentional misbehavior usually happens once, while intentional misbehavior is repetitive. In many cases, repeated misbehavior is triggered by external and internal factors, such as when a student does not grasp the instructions and misdoes the class work. Based on the causes, it includes intrinsic and extrinsic. Intrinsic factors include students' motivation, preferences, learning styles, habits, and characteristics. Extrinsic includes students' surroundings: teachers, peers, parents, and society. Students' misbehavior is influenced by students, teachers, and society (Shamnadh & Anzari, 2019; Puspitaloka & Syafitri, 2019). The following figure illustrates different types of misbehavior.
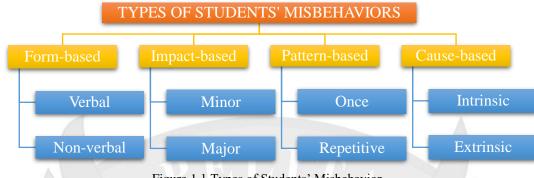
Figure 1.1 Types of Students' Misbehavior

**SANDWICH FEEDBACK**

Sandwich feedback is used to convey criticism. It conveys negative feedback without making the receiver have low self-esteem. It has been used in various fields to improve behavior, including business, sports, and education. Von Bergen, Bressler, and Campbell (2014) stated that the purpose of this sandwich technique is to correct bad behavior and simultaneously maintain self-esteem and even increase the drive to change problematic behavior in the future. It is less defensive, improves communication, and makes it easier to deal with feedback.

It consists of two elements in three different segments (should not be randomized). The elements are positive feedback and negative feedback. Positive feedback is often referred to as praise, a compliment, or a supportive comment. On the other hand, negative feedback is often referred to as correction, criticism, or need-improvement. "The main ingredient of a feedback sandwich is constructive criticism." (Dohrenwend, 2002, p. 43) Furthermore, the three segments are positive feedback, negative feedback, and then positive feedback. The basic concept is that criticism of a behavior should be "sandwiched" between positive feedback. This allows receiver to better accept negative feedback. Leibold and Schwarz (2015) The top bun is a supportive comment that suggests improvement, the middle is

corrective feedback, and the bottom is encouraging words. Similarly, Ghanbari and Zare (2020) also describe a feedback sandwich in the form of layers as follows.
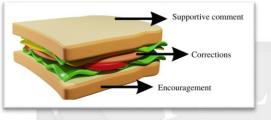


Figure 2.1 Sandwich Feedback Layers Type 1
Source: (Leibold & Schwarz, 2015)

Figure 2.2 Sandwich Feedback Layers Type 2
Source: (Ghanbari & Zare, 2020, p. 36)

Besides being illustrated in the form of a sandwich layers, sandwich feedback format is also available in a form of chart. According to Von Bergen, Bressler, and Campbell (2014), sandwich feedback protocol chart stated is in the order of positive remark - criticism - positive remark. The chart can be seen in the following figure.



Figure 2.3 Sandwich Protocol Chart
Source: (Von Bergen, Bressler, & Campbell, 2014, p. 2)

Words affect someone's motivation and behavior. To achieve expected behavior, ensure that the right thing is said in the right way at the right time. State supportive and honest feedback regarding a positive behavior and suggests steps to modify the negative behavior. "The basic recipe for a feedback sandwich consists of one specific criticism 'sandwiched' between two specific praises." (Dohrenwend, 2002, p. 43). In this research paper sandwich feedback was applied to the educational context, which was given by the teacher to students. The goal is to criticize students' misbehavior where students are expected to modify the

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misbehavior. Thus, the teacher needs to pay attention to the three steps of giving sandwich feedback.

The first step in providing feedback is to express compliments for positive things that students have done. The teacher can start the conversation by stating positive sentences about the good behaviors. Teacher can address the strengths before addressing the weaknesses. It should be noted that at this stage honesty is very important. One of the most debated issues is that this "first fluffy bun" seems to be sugarcoating students' bad behavior. Therefore, even in conveying compliments, teachers must be honest and sincere in stating according to reality without showing the slightest sarcastic attitude. In addition, the teacher must provide specific compliments accompanied by examples so that this feedback becomes specific. Aldabbus (2022) said that here teachers must praise and exemplify. Rahayu, Rozimela, and Jufrizal (2021) noted that here teachers focus on strength and give positive words. Anh (2013) added that here teachers stated students' good points.

The second step is to provide negative feedback in the form of criticism. This is the main purpose of this feedback format. It is given after giving compliments to students. The criticism given to students must also be specific. In expressing the criticism, the teacher must state what behaviors should be improved, explain why they need to be improved, and suggest what students can do to improve them. This stage is inclined to students' negative responses. Therefore, teachers need to ensure that the first stage (compliment) has been carried out properly. In addition, teachers also need to ensure that criticism is conveyed properly. Dohrenwend (2002) states several criteria for how good criticism should be

conveyed. Criticism must be well-targeted, delivered directly, be brief and specific, and refer to behavior, not the person. In addition, it is not helpful to give too much criticism at one time. Aldabbus (2022) said that here teachers must highlight students' mistakes. Rahayu, Rozimela, and Jufrizal (2021) noted that here teachers provide criticism and recommendations for improvement. Anh (2013) added that here the teachers stated areas students must consider.

The third (and final) step is to encourage students (return to compliment). Slightly different from compliments at the beginning, these compliments are given as an encouragement to do suggestion regarding criticism. The teacher must end the conversation on a positive note for the students. The teacher must be able to motivate students to modify the bad behavior. It is not recommended for teachers to give excessive rewards (even though reinforcement is good for growing motivation), because the purpose of this feedback is not only to make students change bad behavior but to make them understand why the bad behavior needs to be changed. Aldabbus (2022) said that here the teachers appreciate the effort and give encouragement. Rahayu, Rozimela, and Jufrizal (2021) noted that teachers here give positive comments. Anh (2013) added that here the teachers give suggestions.

Based on some previous research that has been described above, the writer formed sandwich feedback that consisted of praise, criticism, and encouragement. Praise refers to complimenting students' positive behavior. Criticism refers to correcting students' negative behavior. Encouragement refers to motivate students for modifying a behavior.

Figure 2.4 Sandwich Feedback for Five Graders

**SANDWICH FEEDBACK ON STUDENTS' MISBEHAVIOR**

The teacher's role is crucial in directing students to have positive behavior. According to Palmer (2017), good teaching is about the teacher's identity and integrity. In biblical Christian worldview, teachers are responsible for bringing God's children (students) to know God. Feedback is a way teachers facilitate students. Teacher's feedback is an important for reducing classroom misbehavior. In a holistic Christian education pedagogy, the teacher becomes an important part as a director who directs students to know and live a Christian life.
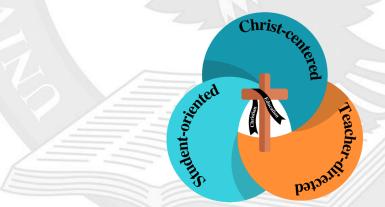


Figure 3.1 Christian Education Pedagogy

Feedback is a method of teacher-facilitated student learning that helps students enhance their strengths and improve their weaknesses regarding their behavior. Anh (2013) stated that effective feedback should connect to the learning goal, highlighting progress and providing clear suggestions for how to improve,

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next steps in learning, and how to take them. Students that are familiarized with this feedback method find learning more fun, gratifying, and encouraging. In providing feedback on students' misbehavior, teachers need to consider theories of growth and development. The theory needs to be considered so that the feedback provided can be understood by students and will have the impact expected by the teacher. Some expert theories that can be considered are Vygotsky's theory of cognitive development, the behavioral theory of Pavlov, Skinner, and Thorndike, and Kohlberg's theory of morality.

Vygotsky believed that there was a connection between cultural context and cognition. He believed social influence was crucial to human cognitive growth. "Zone of proximal development (ZPD) is Vygotsky's term for the range of tasks that are too difficult for the child to master alone, but that can be learned with guidance and assistance from adults or more-skilled children." (Santrock, 2018, p. 50). This theory includes the scaffolding process, which is a procedure when an MKO helps the children learn. Later, the MKO reduces the assistance so children can develop skills independently. Vygotsky's theory becomes important in the context of fifth graders in elementary school. Compared to students at a higher level (secondary or college), elementary school students need much more guidance from teachers. Students with a higher level of education (secondary or college) can be trusted to evaluate their behavior independently through personal evaluation or reflection. In contrast, elementary school students are still in the exploration stage. Therefore, they need more feedback and guidance to evaluate their behavior.

Pavlov's classical conditioning theory has two components: a stimulus that causes change and a response as a reaction to a stimulus. The main idea of this

theory refers to unconscious learning. The behavior displayed occurs in response to a specific stimulus. By adjusting the stimulus, the behavior will automatically adjust as well. Besides, Skinner's operant conditioning is related to Thorndike's law of effect theory. According to the law of consequences theory, good consequences encourage repeated behavior while bad consequences discourage it. Operant conditioning emphasizes focusing on an action's causes and consequences. Consequences (reward or punishment) and repetition shape someone's behavior. Reward (reinforcement), whether negative or positive, strengthens a behavior. Punishment undermines a behavior. Therefore, by giving supportive comments and encouragement (as part of sandwich feedback), students will repeat the behavior. Caldarella, Larsen, Williams, Wills, and Wehby (2020) stated that rewarding positive students' behavior and praising specific behavior is good for classroom management. Cummings (2021) discovered that appreciation (in sandwich feedback: a supportive comment) is a useful classroom tool. She also stated that corrective feedback (in sandwich feedback: corrections) usually assists teachers in stopping a behavior. Moreover, Kohlberg's morality theory consisted of pre-conventional morality, conventional morality, and post-conventional morality.

The feedback sandwich is given for a good purpose, which is maintaining the relationship between the giver of feedback (education: the teacher) and the recipient of the feedback (education: students). The problem of giving negative feedback has long been a challenge in the world of education. It is even believed that providing inappropriate feedback on bad behavior can aggravate the situation or lead to further bad behavior. Good relations between teachers and students can help students modify students' misbehavior. In addition, this good relationship

helps students tolerate negative feedback that the teacher gives. This good purpose is the reason why sandwich feedback can be implemented in the classroom to deal with students' misbehavior. Schwarz (2013) states that there are at least three reasons why sandwich feedback can be used to give negative feedback. First, good feedback helps individuals hear and accept bad criticism. Second, the sandwich technique gives balanced feedback. Third, offering positive feedback alongside negative feedback minimizes discomfort and anxiety. Teachers can maintain good relationships with students and foster students' self-confidence and motivation by providing sandwich feedback. In fact, Dohrenwend (2002) states that the advantage of using a feedback sandwich is that it is fast and efficient. Addition to that, by praising "keep behaviors" and criticizing "change behaviors," you show students that they identify performance strengths and deficiencies as well as identify habits students need to repeat and behavior students need to change or stop. Becker (2014) discovered that the sandwich approach delivered corrective information while supporting the student's affective needs and helped them receive corrective comments more effectively.

## DATA GRADE FIVE STUDENTS' MISBEHAVIOR

In five weeks of second field experience, the writer found that grade five students frequently misbehaved in the class. Students did not display responsiveness, readiness, and responsibility. A solution to student misbehavior is important because the educational context studied in this paper is Christian education. Student morality is the responsibility of Christian teachers. So, in this

section, the writer talks about four misbehaviors that fifth graders of a Christian school done in the onsite classroom.

The first student misbehavior is ignored class procedures. A procedure is a set of rules established by the teacher to keep the class organized (without any consequences). Procedures help students practice being disciplined and organized. However, it was found that some students had not carried out the procedure well during learning. Some students tend to forget the procedure when they are too enthusiastic to participate in a class activity. This misbehavior can be classified as disciplinary action. As a result of this misbehavior, the class became chaotic. In Appendix 3, the writer noted, "A lot of negligence occurred, and chaos ensued. Many students did not carry out the existing procedures." and "The environment is so interactive that some students even get to share several times to help correct wrong answers. But again, in situations like this, the procedure starts to be ignored.

The second misbehavior that the writer found was that students talked constantly during the learning process. Talk constantly here refers to the behavior of students who continue to talk about other things when the learning process takes place repeatedly. This behavior made the class noisy, so some students became disturbed. The writer found that the topics discussed by students who engaged in this misbehavior were not learning-related topics. The writer also found that there were students who did not appreciate the opinions of their peers and tended to criticize and insult others many times. This is a form of disruptive behavior in the classroom. In Appendix 2, the writer noted that "students need to comprehend how to put love first when expressing viewpoints or correcting others. Students need to comprehend that not everything they assume to be true is worth sharing without

taking other people's feelings into account." In Appendix 3, the writer has noted that "classes tend to be disorganized and noisy." and in Appendix 5, "Student Y and student B are talking about what they will do in PE class because both of them forgot to wear their PE uniform today."

The third type of misbehavior is not paying attention when the teacher is explaining. Students were doing other activities that were not related to the learning process. For example, playing with stationery, as the writer noted in Appendix 5, "3. Student K cut the duster base while other students were expressing their opinions; 4. Student Na hit the pencil on the table (drumming); 5. Student N drew characters in the PKN journal book and showed them to student Md when the teacher was explaining the materials; 8. Student G played staples while the teacher was explaining; 9. Student B danced in the seat while the teacher was explaining; and 12. Student K played with the eraser and pen while the teacher was explaining." This behavior disrupts other students' learning. In Appendix 3, the writer noted, "However, it was so overactive that a commotion broke out, which disturbed the focus of some students."

The third misbehavior that the fifth graders displayed was passivity during the learning process. The writer found that there were some students who tended to be passive during the learning process. Passive students are students who do not take the initiative to participate in class activities. Passive students tend to be quiet. Some of the factors that allow students to be passive include their character, learning styles and preferences that are not in accordance with class activities, and low motivation. Passivity in students can be manifested through facial expressions and body movements. The writer noted student passivity in Appendix 5. "6.

Students G, Au, Al, and Ale did not actively participate either in asking questions or giving opinions; 10. Student C laid her head on the table while listening to the teacher explain; and 16. There are students who did not take the initiative to participate in asking questions or giving opinions during the learning process." The following chart shows the students' misbehavior that the writer found during the second field experience.
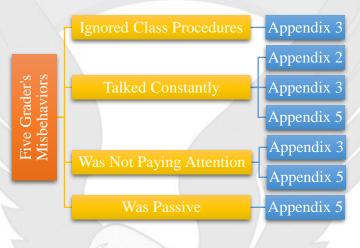


Figure 4.1 Grade Five Students' Misbehavior
Source: (Appendices 1-5)

**SANDWICH FEEDBACK ON GRADE FIVE STUDENTS' MISBEHAVIOR**

Feedback is an on-going process that needs constant evaluation. The writer believes consistent and evaluated feedback is needed to assess student improvement. Misbehavior in fifth grade can be addressed through sandwich feedback. Before implementing, teachers must analyze students' strengths and weaknesses. During the second field experience, the writer used supportive comments, corrections, and encouragement. The writer began by planning sandwich feedback in the lesson plan (see Appendices 1 and 3). The writer gave comments on the student's affective misbehavior. The writer focused on what she expected of students' behavior and wrote it on the learning goals as an affection

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goal. The writer also scheduled student feedback in the activity plan. The writer gave oral feedback in the opening, presentation, and closing. In the opening, the writer used a feedback sandwich when checking students' conditions and telling class objectives. In presentation, the writer used a feedback sandwich to address correction toward students' misbehavior. In closing, the writer thanked and encouraged the students. The writer used sandwich feedback in a fifth-grade mathematic class for seventy minutes. This session reviewed divisions and multiplications formative tests.

The writer praised students' good behavior in previous classes (see Appendix 1). Then, the writer mentioned the positive behavior specifically and mentioned the nickname of the student who behaves positively. Some phrases that the writer used are, "Wow, I'm so proud to see that (positive behavior)." or "(student's name), thank you for (positive behavior). Good job!"

Then, the writer mentioned what behaviors students need to improve. The writer compared expected and misbehaviors. The writer also explained why a specific behavior must be performed. By doing so, the writer expects that students obey not just because they are afraid but because they understand why it is worth doing. The purpose of the explanation must also be integrated with the biblical Christian worldview so that students' love for God grows. For example, "Everyone, Miss notices that some of you are still playing with art class tools, even though it is math class right now. Miss can see that there are still art masks, colored pencils, glue, and other items on the table." Expressions of criticism were also accompanied by reflective questions. It provokes students to reflect on why they need to modify their behavior. For example, by orally saying, "In your opinion, if we are in math

class, can we even be busy playing with tools from art class? Why is that not appropriate? So, what should we do in math class?"

Finally, the writer closed the feedback by giving encouragement to the students to modify the behavior. The writer appreciated the effort that students have made. The writer also motivated students to do better (according to the writer's expectations) in the future. Positive sentences must motivate students. For example, "Miss knows you all are great, good and smart children. Miss believes you can do that well. We are learning to be disciplined. Miss also learning, every day. For our next meeting, when we are going to start the math class, Miss wants you to put the art tools in the locker, okay? Good! So, now let's all clean up the art tools. Then, let's start our math class."

In the learning presentation section or class activity process, the writer also applied sandwich feedback. When class began to be not conducive because of overactive participation to answer questions on the board (see Appendix 4), the class procedures were forgotten by the students. For instance, one speaker at a time or one voice only (see Appendix 5). However, when the procedure was not carried out, many students spoke simultaneously and caused a commotion. In this condition, the writer did clap signals to get students' attention (see Appendix 1). After that, the writer started giving feedback using the sandwich technique. The writer said that she was happy to see students who were disciplined in carrying out class procedures (appreciation). She continued by expressing disappointment that some students did not follow class procedures (see Appendix 3). The writer gave correction (see Appendix 4). The writer then conveyed what the students should do. The writer provided a correction in the form of a reminder (see Appendix 4). It is

integrated with the biblical Christian worldview. For example, "Our God is love. The Lord Jesus also teaches us, as humans, to love and respect one another. So, we must respect each other, okay? Respect Miss as your teacher. Respect your friends. If you respect others, you will also be respected." Lastly, the writer encouraged the students to stop the misbehavior. For example, "Miss believe, all of you can do it!"

In the closing, the writer also applied a feedback sandwich, namely, feedback as well as an evaluation of the learning. The writer begins by praising students who perform good behavior. For example, students who actively participate, students who carry out procedures well, or other good behaviors (see Appendix 1). The writer also thanked the student and invited the class to give appreciation in the form of applause (see Appendix 4). Then the writer specifically conveyed corrections about what behaviors still needed to be improved without mentioning students' names. These behaviors are misbehaviors that occur during the learning process. Suggest to students what they can do to modify the misbehavior. Finally, the writer gave encouragement to students to modify the action. Aside from that, the writer hopes that students will not repeat the mistake in the future. At this stage, the writer expressed gratitude for the attention of students.

**DISCUSSION**

In the situation where students displayed misbehavior because they were still learning about many things. Even though they learned concrete and complex things (Piaget's theory of cognitive development), they were still struggling to correlate current and future situations. Therefore, they frequently displayed misbehavior. Furthermore, a fun class activity diverted students' attention, making

the focus on appropriate behavior secondary and active participation primary. Based on Vygotsky's theory, teachers need to help students change their bad behavior into good behavior until the students can figure out what they are doing wrong and change it on their own.

Appreciation toward students' good behavior became a stimulus to repeat the same behavior. Therefore, by praising the positive behavior, the teacher encouraged it to be repeated. It is related to Skinner's operant conditioning theory and Thorndike's law of effect theory. In contrast, by giving criticism (correction) toward students' negative behavior, the misbehavior will minimize automatically because the stimulus given will direct students to stop the behavior. In short, praise leads to repetition, whereas criticism leads to a reduction in student behavior. Another important factor is that fifth graders were highly competitive. Students' competitiveness is used by the teacher to give encouragement so that they compete to modify the misbehavior into an appropriate behavior. Therefore, each component of sandwich feedback helps to address misbehavior.

In the first section, the writer opened the class by greeting and asking questions about the students' condition. The writer gave for the students' positive behavior and showed appreciation by saying thank you. The writer used previous classes as a reference to express pleasure and pride toward students' positive behavior. Some compliment phrases that can be used are "very good," "nice job," "I am proud of you," and "I do appreciate you." Maintain eye contact with the student when giving praise. The writer also named students whose behavior is being praised as an example for other students. The writer specifically mentioned the students who are being praised. The writer used the student's nickname to make it

more familiar with the students (before class activities, the writer had memorized all the students' names). After that, the writer conveyed criticism of some of the students' bad behavior. The writer said that she saw some students not following the procedures that apply in class. The writer specifically mentioned what procedure was violated. For example, the procedure for raising hands before speaking and the procedure of having one speaker at a time. The writer conveyed criticism without referring to the student's personality. The goal is to ensure that students are not demotivated. The writer briefly explained why the procedure was necessary because the writer hoped that students would do it because they understood it, not because they had to. In this stage, the writer integrated a biblical Christian worldview. After that, the writer checked the students' understanding of what she had conveyed. Criticism and feedback must be delivered briefly, with a focus on the intended misbehavior. Then, the writer encouraged students to do what is right. The writer motivated students and appreciated their efforts to modify this behavior. A similar technique was applied by the writer to other misbehaviors.

In the second section, the writer provided feedback according to the misbehavior that occurred. For example, when the class became very noisy, the writer began by giving praise to students who were calm and listened well. Giving praise should be done according to reality. Fifth grade students were quite active in conveying what they thought, so when the teacher gave praise unobjectively, protests arose from students. Teachers must be sensitive to student behavior in class so that the praise given is on target. Then, criticism was given to students who talked constantly. Finally, the teacher advised the students to stop talking and focus on paying attention and waiting for their turn to answer the questions on the board.

However, one of the weaknesses that the writer found when delivering this feedback was that although this feedback is good for maintaining student self-esteem, sometimes students who misbehave are not aware that what the writer means is themselves. Some students were not sensitive enough to recognize that the feedback was directed at them. It is similar to the findings of several previous researchers who found that sandwich feedback has the potential to cover up the real intention of giving feedback, namely correction, with the praise given. Besides that, the writer also realized that there were several student characters who repeated misbehavior even though they had been given feedback. They did not want to be compared to their classmates, who are given praise. The writer recognized that ensuring that students understand why misbehavior must be stopped is more important than simply being told to stop doing something.

In the third section, the writer conveyed an evaluation of the class. The writer expressed praise to the students who modified their misbehavior according to what was instructed by the writer. The writer expressed appreciation for the students' positive behavior. The writer praised the efforts of well-behaved students. Then, the writer continued by delivering evaluations of the misbehavior that still occurs. Concrete examples are needed at this stage, but the writer did not mention the names of students because of the risk of making them feel inferior. The writer further encouraged the students not to continue this misbehavior in future classes.

When giving feedback on this sandwich, the writer found that there were some students who, even though they had been given feedback, kept repeating the same bad behavior. The writer believed that feedback is a continuous process. So that feedback given once or twice cannot be used as a reference that students cannot

change. Christian education believes that students can be educated holistically. In certain cases, students need special attention. One-on-one conversations after class may be a solution; however, the writer did not have the opportunity to further apply sandwich feedback to students personally. Based on the application that the writer did, the effectiveness of giving sandwich feedback was good enough to stop misbehavior quickly, especially when it was delivered orally. However, it was not effective enough to stop misbehavior in the future. The writer found that in implementing sandwich feedback, there were several limitations that could be factors influencing the results of this study. The first factor was that the relationship between the writer and the students was not yet familiar enough because they had only known each other for less than five weeks. This factor caused students' trust in the writer's feedback to be too small. Another factor was that the writer gave too much feedback at the same time. In the learning process, too much feedback made students less focused on modifying a particular misbehavior. It will be much better to focus on correcting one misbehavior before moving on to another.

**CONCLUSION AND RECOMMENDATION**

**CONCLUSION**

Based on the explanation that the writer has described above, it can be concluded that the application of sandwich feedback can be applied to minimize misbehavior of fifth grade students. Sandwich feedback can quickly address a student's bad behavior but does not guarantee that the bad behavior will not be repeated in the future. Fifth grade students in their exploration process will constantly bring up various misbehaviors, and teacher is responsible to direct them

to the correct understanding of a correct behavior. In addition, in applying sandwich feedback, praise must be given sincerely and as it is, while corrections must be delivered in a brief, focused manner that is not offensive to the student's personality. Teachers also need to understand the character of each student before giving feedback. From this research, the writer reflects that there is no perfect class because both teachers and students are sinful. The writer realizes that to follow up on students' bad behavior, love, compassion, and respect are needed. Teachers must be patient in understanding students, including in providing feedback on bad student behavior. Being a wise teacher and providing feedback for students' bad behavior is not an easy thing. The writer learns that appreciation, correction, and encouragement based on the values of biblical truth are a good formula for conveying feedback to students. Students do not have to do the teacher's orders, but students must understand why they must behave properly.

**RECOMMENDATION**

Based on the study's findings, the writer suggests that before using sandwich feedback toward student misbehavior, teachers should: establish a high level of trust between teachers and students; conduct an in-depth analysis of students' misbehavior; collaborate with teachers of other subjects to confirm whether the student's behavior occurs in other classes; avoid criticizing too much at once; and focus on fixing one or two types of misbehavior. The writer suggests that future researchers compare corrective feedback (only negative comments), sandwich feedback (negative comments between two compliments), and encouragement (only positive comments) on students' misbehavior.