LEARNING LOSS AND ALTERNATIVE SOLUTIONS IN PANDEMIC COVID-19

Indarti Puji Astuti
indartiman3sleman@gmail.com
MAN 3 SLEMAN

ABSTRAK

Tujuan penulisan ini untuk mengkaji dampak pandemi Covid-19 terhadap hilangnya kesempatan belajar tatap muka dan peluang penurunan hasil belajar (Learning Loss) pada siswa MAN 3 Sleman. Metode yang digunakan yaitu deskriptif dengan pendekatan kualitatif. Pengumpulan data dilakukan melalui wawancara terstruktur dan kuesioner dengan melibatkan 12 responden yang terdiri dari 6 guru dan 6 siswa (kelas 10, 11 dan 12), dibantu dengan berbagai tinjauan literatur yang ada. Hasil penelitian menunjukkan bahwa proses pembelajaran online di MAN 3 sleman berdampak pada kemampuan diri siswa yang akan mengalami Learning Loss. Solusi pembelajaran online membutuhkan kemandirian belajar siswa dan disertai kerjasama antara guru, wali kelas dan orangtua agar siswa bisa belajar jarak jauh. Kualitas hasil belajar siswa bisa tetap terjaga dan terhindar dari learning loss dalam pembelajaran online dengan mempersiapkan kurikulum darurat bagi siswa, memaksimalkan platform belajar seperti geschool dan elearning madrasah, dan melakukan evaluasi hasil belajar siswa.

Kata kunci: Belajar Online, Loss Learning, Solusi

ABSTRACT

The purpose of this paper is to examine the impact of the Covid-19 pandemic on the loss of face-to-face learning opportunities and the opportunity to decrease learning outcomes (Learning Loss) at MAN 3 Sleman students. The method used is descriptive with a qualitative approach. Data was collected through structured interviews and questionnaires involving 12 respondents consisting of 6 teachers and 6 students (grades 10, 11 and 12), assisted by various reviews of the existing literature. The results showed that the online learning process at MAN 3 Sleman had an impact on the students' ability who would experience Learning Loss. Online learning solutions requires independent learning of students and accompanied by cooperation between teachers, homeroom teachers and parents so that students can study remotely. The quality of student learning outcomes can remain awake and avoid learning loss in online learning by preparing curriculum emergency services for students, maximizing learning platforms such as geschool and e-learning madrasah, and evaluating results student learning.

Keywords: Online Learning, Learning Loss, Solution

A. INTRODUCTION

Corona virus diseases 2019 (Covid-19) is an epidemic which is infecting the whole world so that experiencing a viral pandemic. Corona virus 2019 is an infectious disease caused by acute respiratory syndrome and has general symptoms such as fever, cough and shortness of breath. The high number of Covid-19 cases has an impact on all fields, including the field of education where to develop abilities and character someone (Soeryanto, Arsana, Hidayatullah, and Ariyanto, 2019). The government makes policies by applying social distancing and physical distancing for students to protect and reduce the spread of Covid-19.

Based on the circular letter of the Minister of Education and Culture Number 4 of 2020 concerning implementation of education during the Covid-19 pandemic stated that as long as the process of learning from home through online learning is carried out by provide a meaningful experience without being burdened with achieving curriculum completeness. Learning activities at home of course require material that can be used for learning (Syamsiyah, 2020).

Closing schools does not mean discrediting education, stopping learning does not mean not caring about the future of the nation, but this all for the common good so that this Covid-19 pandemic ends soon and teaching and learning activities can return to normal, because learning activities are an important thing.

The existence of difficulties in this learning process will resulting in the emergence of learning loss (Kaffenberger, 2021). Learning loss is one of the concepts defined as the existence of the non-maximal learning process carried out in schools (Li et al., 2020). The learning process is not optimal, will result in results information obtained by students and student learning outcomes are also not optimal. Thus, learning loss will have an impact on the quality of resources humans who will be born in the years during this Covid-19 pandemic (Kashyap et al al., 2021).

In this Covid-19 pandemic condition, all the learning processes that conducted online requires teachers to carefully choose the appropriate

media applied by taking into account the conditions of students and teachers. It is hoped that the teacher can know the advantages and disadvantages of What weaknesses do students experience when learning is meaningful during the online learning process is carried out and can be used as a basis for other online media selections even combine them in online learning (Latif, 2020).

The learning carried out at MAN 3 Sleman uses distance learning. This distance learning integrates the network internet in the learning process or known as online learning. Students can interact with teachers in learning through online applications such as whatsapp, geschool, google meet, and zoom. The online learning process makes it easier for students in carrying out the learning process because they do not bound by place and time. Online learning can provide a varied learning experience for students because of the role of technology in learning. Learning technology must supported by appropriate tools and infrastructure, such as technology and internet devices used by students. In quality online learning Internet network is a determinant of the success of the process learning because the internet is the only link between students and teachers.

The formulation of the research problem is how to describe learning loss and solutions during the covid-19 pandemic.

The purpose of this study is to describe loss learning in MAN 3 Sleman and to describe solutions to overcome loss learning in MAN 3 Sleman.

The benefits of this research are expected that students can maximize online learning during the Covid-19 pandemic and minimize the loss learning. For teachers, in order to innovate in order to reduce learning loss during the Covid-19 pandemic.

B.   LITERATURE REVIEW

The education sector is impacted by policies that made by the government regarding the prevention of the corona virus. Until the whole

educational institutions from PAUD, kindergarten, elementary, junior high, high school, to college carry out their activities at home. The learning activities done at home is also known as online learning. according to Rigianti (2020), online learning is a new way of learning carry out the process of teaching and learning activities that utilize electronic devices, especially the internet. Meanwhile, according to Putria et al (2020) online learning is learning that utilizes internet media, cell phones, and computers remotely.

From the statement above, it can be concluded that learning online is a teaching and learning activity carried out by teachers and students remotely by utilizing technology media information and communication such as smart phones, online applications, computers, and the internet. In the implementation of learning there are several components that must be met, namely planning, implementation, and evaluation of learning.

It should be noted, that this change in the education system occurs gradually sudden. The regular education system that had previously been running for years, maybe even hundreds of years must change significantly. This pandemic demands that social distancing is mandatory to break the chain of the spread of the Covid-19 virus. This appeal is finally have an impact on the learning process that is carried out face-to-face, turned into online learning. This significant change lead to learning difficulties experienced by students, teachers, as well as relevant policy makers. For students, the first difficulty is changing learning climate which is usually carried out directly and communally into individual learning (Firman et al., 2021).

The existence of difficulties in this learning process will resulting in learning loss (Kaffenberger, 2021). Learning loss is one of the concepts defined as the existence of the non-maximal learning process carried out in schools (Li et al., 2020). The learning process is not optimal, will result in results information obtained by students and student learning outcomes are also not optimal. Thus, learning loss will have an impact on the quality

of resources humans who will be born in the years during this Covid-19 pandemic (Kashyap et al al., 2021).

In addition, Michelle Kaffenberger, academician from the Blavatnik School of Government, University of Oxford predicts children could lose learning for more than one year following school closures for three months due to missing lessons when the school reopened. In terms of from a historical perspective, this learning loss problem has actually been proven to exist from experiences that occurred in the past. Based on research that on the 1916 polio pandemic it has been found that school closures can have a long-term negative impact on children's educational outcomes, such as reduced school achievement and cognitive skills over them, as long as throughout his life (Donnelly & Patrinos, 2021).

The risk of learning loss has been predicted to occur from the start schools around the world have been closed due to the Covid-19 pandemic. Based on the report on the school reopening framework that jointly issued by UNESCO, UNICEF, World Bank, and WFP in April 2020, it is stated that school closures globally are in response against a pandemic presents the risk of undermining education, protection, and well-being of children (Masterman, 2020). Therefore, it is necessary to study more further in this research, how is learning loss in online learning during the corona pandemic at school.

Journal of Assiddiqi (2021) entitled "Opportunities for Decreased Learning Outcomes (Learning Loss) and Alternatives the Solution: a case study of online learning in the era of the covid-19 pandemic in Department of Mechanical Engineering at Unesa". The results showed that the online learning process in UNESA Mechanical Engineering Department has an impact on the ability of students who experience Learning loss. The online learning process makes activities and activities student learning experience is limited because only get the theory without being able to apply it. However, with independent learning, students are able to increase the value of the course in learning online and the quality of student learning outcomes can remain awake and avoid learning loss in online

learning by preparing curriculum emergency for students, applying the independent model learn, and conduct assessment and evaluation of results student learning. In contrast to what the author is researching, it focuses on madrasah students who have more general subjects, majors and religious subjects than universities.

Journal with the title "Learning Loss in Online Learning in the Corona Pandemic Period by Andriani", W., Subandowo,M., Karyono, H., Gunawan, W (2021) with research results namely the use of media during online learning and learning loss when learning writing skills during a pandemic. The difference with the research that the author examines lies in the focus of research and research subjects.

C. RESEARCH METHOD

This study uses a descriptive method with qualitative approach to analyze a phenomenon researched through literature study to strengthen the results of the research obtained in the formulation of conclusion. The study was conducted from July to September 2021 at MAN 3 Sleman. Research sample selected purposively by involving 6 teacher and 6 active students from grade 10 to 12 in online learning during the Covid-19 pandemic.

Profession	Male	Female	Sum
Teacher	3	3	6
Class 10	1	1	2
Class 11	1	1	2
Class 12	1	1	2

According to Sugiyono (2016) qualitative descriptive methods are: research methods based on the philosophy of postpositivism used to examine the condition of natural objects (as the opposite is experiment) where the researcher is the instrument The key to data collection techniques is trigulation (combined), data analysis is inductive/qualitative,

and the results of qualitative research are more emphasize meaning rather than generalization. Descriptive research qualitative aims to describe, describe, explain, explain and answer in more detail the problem which will be researched by studying as much as possible individual, group or event.

Data collection techniques through interviews structured by using instruments in the form of interview guide containing questions about the impact of the Covid-19 pandemic on potential loss hands-on learning opportunities and opportunities decreased achievement of learning outcomes (Learning Loss) on students and alternative solutions. Interview conducted until the data is saturated and there is no addition new data. While the supporting data comes from the news and online journals that match the author's goals. Data analysis and interpretation was carried out using triangulation analysis model which includes three stages, namely data reduction, data display and withdrawal and verification conclusion.

D.   FINDINGS AND DISCUSSION

All students conduct online learning activities according to the emergency schedule derived from school policy. In general, although teaching and learning activities are carried out online, teachers still need to provide offline coaching and monitoring to students. However, the frequency and duration of meetings is much reduced. According to the teacher's report, there are various problems in the application of online learning. The teacher also tries to apply some problem solving strategies for dealing with unfavorable situations.

Loss of Emotional Bonds in Learning On line

Online learning due to the Covid-19 pandemic on basically offers an alternative solution to be able to implemented in various educational institutions, including in MAN 3 Sleman. Online learning that applied makes it possible to carry out activities learning that is carried out without being bound by time and the place. Challenges in learning online, not on the variety of supporting media that will used, but on how the learning strategy to meet the learning objectives to be achieved. The right strategy

will produce quality good learning, therefore, learning online needs to be designed as much as possible. An innovative student-centered approach is necessary designed in an open learning environment, distributed and flexible so that the use of variety learning resources are right on target. However, changing the learning pattern that is run is not forever proceed according to the plan that has been drawn up.

The online learning process is not just teaching and learning process but in direct interaction in which there is an emotional connection between teachers and students (Buulolo, 2020). Teacher familiarity with students is important to grow thinking and behavior skills. The real learning, all this time, it was only possible through face-to-face learning.

Online learning also makes teacher and student interactions better both in terms of quality and quantity. Besides, not all teachers can build the atmosphere comfortable class to make students free ask or discuss, as a result, students are less attractive in giving input or complaints to the teacher.

Implementing two-way communication also becomes its own challenge for teachers in carrying out teaching and learning process. Use of online-based media considered less effective because of the communication that exists instructional in nature and the interaction between the teacher and students in the digital space are quite limited. Material learning cannot be presented in detail, it is difficult understood, due to the limited time and teacher control to discuss so that students lose the message on the learning material delivered. Communication on online learning is considered too formal. Student feel that the online learning communication process too serious, stiff, and not enough time to weave interpersonal communication. In addition, the association and social interaction cannot be carried out freely, which become a burden on students who experience stress and depressed so that students' college enthusiasm becomes down (Fadhal, 2020).

As a result, students feel that learning what they live is done alone, without friends side by side with the same experience, because they do

not feel the physical presence of others in learning process. The emotional bond that hasn't been created yet in online learning is one of the Learning Loss that affects the quality of student learning in MAN 3 Sleman.

Thus to prevent loss of bond emotional in the online learning process, teacher said that students should focus on implementing learning as part of it seriously carry out learning and complete tasks given without doing other activities during the process online lectures. Teachers and homeroom teachers work together to remind students to work at school or other learning media. The homeroom teacher acts to monitor and cooperate with parents so that students continue to study despite the distance away (MM, interview, 7 September 2021).

Student Learning Activities and Experiences Limited In Online Learning

Changes in learning activities from face to face being online is a new experience for all educational actors. Online learning helps provide access to learning for everyone, so that remove physical barriers as a factor for learning within the scope of the classroom.

Teacher and student must adapt to the learning model that new, both sides must find the right model to carry out an effective learning process and produce the right quality of the learning process with various limitations. Students do gain new experiences in online learning, but the online learning experience face to face cannot be replaced by technology even the most advanced in this world. Students too are social beings who are interdependent and need another human. Formation students' personality can be obtained by interaction that occur through the teaching and learning process.

Learning that uses formulas such as science will be affected because students need an explanation from the teacher. Students are also not free to ask questions if they are in the zoom room due to space and time limitations. For lessons such as craft and entrepreneurship skills and practice in the lab also require materials and explanations from the

teacher. The limitations of distance and materials for learning affect the student experience as well. This limitation makes students also not optimally get an adequate learning experience.

To make students have learning experience, teachers provide alternative solutions, for example, teachers of entrepreneurial skills provide flexibility for students to look for practice materials around their area. As for lessons that require explanation, students may ask teachers, friends or search the internet or YouTube so that students can still learn even though they are online (SH, interview, 16 September 2021).

Inbalance learning development

Online learning greatly affects development student learning at MAN 3 Sleman. The learning objective should be done to achieve affective, cognitive, and psychomotor abilities student. The dynamics of learning that goes with good will be able to make it easier to achieve goals learning. Online learning is also necessary commitment to the development of education as a whole. But in the face of online learning students have different access and quality make learning development not fully fulfilled maximum. If viewed from the point of view of technology in online learning, each student is more tend to get cognitive fulfillment, whereas affective and psychomotor stagnation.

a. Cognitive Competence

Cognitive learning goals is an aspect of thinking and intellectual behavior. Cognitive competence emphasizes that learning does not involves only the relationship between stimuli and response, but that a person's behavior is determined by understanding the situation relevant to the goal study. However, there are many obstacles and problems in field related to the online learning process at MAN 3 Sleman, starting from psychological conditions different students to status changes social community during the pandemic and its decline the effectiveness of the knowledge transfer process having difficulty receiving learning materials from teacher to student.

Transferring process knowledge by teachers to students not only

includes the material presented, but also theory cognitive. The process of delivering information and knowledge needs to be aligned with change student behavior. One of them is manifested in behavior in the form of changing views and express an opinion. Therefore, it is necessary a more comprehensive model of learning objectives and measurable adapted to the pandemic situation Covid-19.

b. **Afective Competence**

The purpose of affective learning is the formation of empathy related to feelings or emotions. However, the affective competence that becomes problem is honesty. In online learning, cheating is difficult to avoid because teachers can not see the activity optimally students who are limited in media screen online learning. Honesty is one emotional aspects that also influence cognitive success. Teacher does assessment of students by giving assignments and material but the teacher cannot assess students do it yourself or do plagiarism, different with face-to-face learning the teacher can see student activities where there are no physical barriers physical and visual. Therefore, students are required to be active in online learning because it can add to assessment from the teacher in following the lesson.

c. **Psychomotor Competence**

Psychomotor goals related to stimulating movement responses active. The main difficulty of online learning is practices that are not easily communicated through online media. Practical learning difficult to apply so needed learning by using demos or content digital. It is less efficient than done offline, such as in science and skills lessons. Finally, students don't get messages or learning materials directly maximum. Arsana, Susila, Hidayatullah, and Ariyanto (2019) says that practical lessons aim to equip students to have the ability to create and or be creative. This ability must be done with practice, but because of the pandemic students have to lose those abilities. Sometimes teachers choose to replace these competencies with learning which is equivalent to this task or material can cause students to lose skill competence. In doing the task science,

students will also have difficulty understanding and explaining in terms of science that must be completed because there are many competencies that they have not learned in online learning. Students are required to have the ability to think further to be able to deepen their skills inside and outside learning in pandemic conditions Covid-19.

In online learning the teacher suggests recorded so that students can play back when do not understand and give freedom to ask even outside of school hours. In learning practice, the teacher gives practical assignments that can done at home or with improvised materials so that students still keep observing and learning even though not at school at least the student's skills are still being developed even though it is not completely.
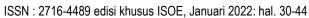
Alternative Solutions to Prevent Learning Loss In Online Learning

Online learning that takes place during a pandemic This has had an impact on the decline in learning abilities students at MAN 3 Sleman. The government and schools must do policies to prevent learning loss towards students. In order to prevent some impact worse than Learning Loss, it must be done prevention and find a solution as soon as possible by the parties education stakeholders so that without impacting students in the long term. As for recommendations policies that can be used are to prepare emergency curriculum, implementing independent learning and conduct assessment and evaluation of learning outcomes student.

Prepare emergency curriculum for students. Learning during the pandemic focuses on topics and the theme of the skills needed by students who useful for pursuing a career in education and the world of work in the future. High flexibility is key of the emergency curriculum (Munajim, 2020). Curriculum content must be adapted to future needs. So that the learning process does not only emphasize content, but more emphasis on understanding meaning.

Optimizing learning platforms such as geschool and e-learning of madrasah so that learning outcomes are monitored. Learning activities, collection of assignments and evaluation of learning can be monitored by

both subject teachers and homeroom teachers. Assessment is carried out to evaluate whether the application of online learning appropriate or not with student conditions. So that the teacher can measure the extent to which students follow applied online learning. Effectiveness learning can be done with the assessment method and evaluation of student learning (Jannah, 2020). Results student learning needs to be a reference for doing restoration of learning abilities. All solutions and policies that have been re-applied to themselves each student is ready to join and adapt to online learning conditions because learning loss has an impact on students and threaten the students' future.

E.   CONCLUSIONS

Based on the research results obtained, it can be concluded that the online learning process in MAN 3 Sleman has an impact on the ability of students who experience learning loss. Learning patterns that change to online learning causes the loss of emotional bonds so that learning becomes meaningless. The online learning process makes activities and activities student learning experience is limited because only get the theory without being able to apply it. This condition make student learning progress not balanced because it is not fully competent needed can be given in online learning. Online learning requires   independent learning of students and accompanied by cooperation between teachers, homeroom teachers and parents so that students can study remotely. The quality of student learning outcomes can remain better and avoid learning loss in online learning by preparing curriculum emergency services for students, maximizing learning platforms such as geschool and e-learning madrasah, and evaluating results student learning.

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