

**LEARNING LOSS DUE TO ONLINE LEARNING DURING PANDEMIC ERA
(CASE STUDY OF PRIVATE HIGH SCHOOL IN YOGYAKARTA)**

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ABSTRACT

Online learning during the Covid-19 pandemic era has been conducted for 20 months. Many problems occur, especially learning loss which is relatively severe. This paper aims to reveal learning loss in 35 schools with 255 teachers through surveys with questionnaires, face-to-face reports via video conference, as well as interviews with several probing and special notes. The data collected was analyzed by categorical analysis involving gradual coding, including open coding and axial coding. Learning loss problems can be divided into three categories. First, the failure to achieve learning targets. This learning loss is caused by the refusal to learn by students, not implementing learning, and the lack of facilities. Second, the stagnation of learning achievement caused by learning disruption, limitations of the on-line learning process, and curriculum policies. Third, the decline in learning achievement, which is caused by the unpreparedness of students to take online learning, limitations of distance learning, limited support, and limitations of teachers in using media.

Keywords: learning loss, on-line learning, decreased learning achievement

A. INTRODUCTION

Previous research has stated that disruption to learning, whatever its form, has the potential to cause significant learning loss. This includes long vacations (Conto, et al., 2021). This finding is strengthened when extreme disruption such as the Covid-19 pandemic occurs. The extreme disruption of learning due to the Pandemic has occurred all over the world, thus threatening the occurrence of Loss Generation everywhere. The world of education is truly in shock because it has to deal with the safety of the children and their teachers' lives.

The Covid-19 pandemic began with the discovery of this virus in a seafood market in Wuhan at the end of 2019 (Huang, et al., 2020). In Indonesia, the Covid-19 Pandemic only started in February 2020. At that time, teachers and parents were in shock because they had to stop face-to-face learning for mutual safety because Covid-19 was declared a Pandemic. The WHO Director General stated that the spread of Covid-19 was very fast and deadly, so all countries required their population to implement health protocols,

especially implementing social distancing (WHO, 2020). Schools are automatically closed and teachers are required to conduct distance learning.

Sudden and unprepared distance learning becomes the source of all learning loss sources. Initial observations, interviews, and mass media reports state that distance learning in Indonesia in the first half of the Covid-19 pandemic can be categorized as a failure (Media Indonesia, 2 May 2020; Suara Merdeka, 07 December 2020). This is marked by the chaos of the learning schedule and the shock of studying at home which is sometimes colored by violence by parents against their children. In various regions in Indonesia, child violence increased rapidly during the pandemic until the end of the implementation of distance learning (UII ac.id, 13 June 2021).

Distance learning failure, especially in areas, is relatively limited. In addition to teachers who are generally weak in mastering online learning applications, online learning support in Indonesia is also still limited. As a result, the interaction between teachers and students in learning

on the national average has decreased (Suara Merdeka, 07 December 2020), even though teachers are trying to take advantage of social media. This has a fatal effect on student learning outcomes. Slightly different from schools in the regions, upper-class schools and madrasas in urban areas organize themselves more quickly. They use learning management systems and video-conferencing applications for virtual face-to-face learning. Student's parental support is also good. The students of this group are able to catch up. While schools in the regions are trying to establish learning interactions, upscale schools in urban areas have implemented distance learning with the support of complete facilities. This condition shows that there is an imbalance in the implementation of PJJ between cities and villages (JawaPos, 6 February 2021).

The learning problems at private schools and madrasas are different again. Their problems are more complex and serious. The pandemic has become a serious barrier for teachers and students to carry out teaching and learning activities. Some private teachers are not familiar with online learning media, and some are not even literate on gadgets so they are really confused about implementing distance learning. Distance learning is carried out modestly by giving assignments to work on questions to students. As a result, students need all day to do assignments. They are depressed and exhausted.

In addition to being a burden for teachers and children, learning in the Pandemic era in private high schools for up to 20 months has become a heavy burden for parents as well (Jawa Pos, February 6, 2021) Parents are forced to play a role as teachers for their children, even though some of them do not understand the subject matter and have a relatively busy schedule. As a result, parents sometimes run out of patience and some of them resort to violence against children. This dark period is reported to still occur until the end of 2021 (CNN Indonesia, 02 Nov 2021).

The above conditions raise concerns about learning loss, and even lost generation. The fact that many private schools in the regions fail to implement distance learning is a cause for concern and invites further curiosity. Is it true that severe learning loss has occurred in private schools? What learning problems occur during learning in the pandemic era that are suspected as learning loss, even as learning loss plus? This paper aims to reveal various online learning problems that occur in private schools in the Special Region of Yogyakarta which are suspected of being learning loss and other associated problems, as well as revealing the factors that cause these problems.

B. METHOD

This article was written based on data obtained from 255 teachers from 35 private high schools in Yogyakarta. Data was collected through surveys with questionnaires, face-to-face reports via video conferences, as well as interviews with several probing and special notes. The data collected was analyzed by categorical analysis involving gradual coding, including open coding and axial coding (Saldana, 2016).

C. RESULTS AND DISCUSSION

The problem of distance learning during the 20 months of the Covid-19 pandemic can be divided into three problems. First, the students failed to achieve the learning target. Second, the students experienced stagnation in learning achievement, especially in learning skills through workshop performance. Third, the decline in learning achievement detected through school tests, both daily assessments and end-of-semester assessments.

1. Failure to Achieve Learning Targets

Failure to achieve online learning targets is known after the teacher conducts daily assessments. At the end of each lesson, the teacher will ask students about the material that has just been studied. In this case, the students were unable to answer the questions. The teacher had explained, practice questions had also been

given, but when they answered the questions, the students failed. The material provided online, undergoes decay.

The data obtained from 255 teachers as respondents, 40.0% stated that the students experienced learning failure. The failure was suspected from the students' answers in the form of blank answers, ignorant answers, and wrong answers. Blank answers and ignorant answers have the same form in some subjects, as shown in the following table.

Table 1. Categories of Student Answers as Indicators of Learning Failure

Questions	Student's Answer	Answer Category
What are the drawbacks of Rutherford's atomic theory?	1. Homogeneous in all parts	wrong answer
	2. Forget it, sir. Do not know	indifferent answer
	3. (looks at the teacher, shakes his head)	blank answer
What does production mean?	1. Wear and buy	wrong answer
	2. Hmm.. don't know	indifferent answer
	3. (Shrugs)	blank answer
How does Bernoulli's law explain the flight of an airplane?	1. Law of propeller, sir	wrong answer
	2. Don't understand	indifferent answer
	3. (Smiles without answering)	blank answer
Patterns of interaction that stand out in your environment	1. commensalism	wrong answer
	2. Do you have an opinion? (back to ask)	indifferent answer
	3. (Smiles then shakes his head)	blank answer
Differences in the flow of art between those who use subconscious	1. Surrealism and naturalism	wrong answer
	2. I didn't hear it, sir	indifferent answer

imaginary thinking and those who think real	3. (looks at the teacher without saying)	blank answer
What is a computer network?	1. Computer set up	wrong answer
	2. Difficult, sir, I don't know.	indifferent answer
	3. (Shrugs refusing to answer)	blank answer
The figure who initiated the establishment of Nahdlatul Ulama in Indonesia	1. Muhammad Hatta, Soekarno	wrong answer
	2. I don't remember, ma'am. Forget	indifferent answer
	3. (shakes his head)	blank answer

Compared to the results of research on distance learning loss in South Africa, the potential for distance learning loss in Indonesia is relatively smaller, at 40% compared to 57% - 81%. This finding prompted South Africa to take strategic steps to deal with Covid-19 in order to avoid greater educational losses (Ardington, Wills, Kotze, 2021).

The teachers mentioned that the failure to achieve learning targets occurred due to three main reasons. First, students refuse to study. The refusal was marked by various indicators, namely: (1) students did not concentrate when the teaching and learning process occurred, (2) students were unable to digest the material so that there was no memory of the material that had just been taught, (3) students did not follow the lesson and instead did other things, (4) students sleep during on-line learning, and (5) students do not do assignments.

The cause of the failure to achieve the second learning target is that the teacher does not organize online learning. Distance learning only contains assignments to do practice questions. Teachers do not master on-line applications, both in the form of video conferences and learning management

Stagnation is known when (1) students only master the basic material, (2) students fail to reach higher material, (3) students are not able to achieve learning targets completely, and (4) students do not get face-to-face learning intake. The complete form of stagnation and its indicators are described in the following table.

Table 3. Forms of Stagnation in Learning Outcomes and their Indicators

Forms of Learning Stagnation	Stagnation Indicators	Data Source
Forms of Learning Stagnation Students only master the basic material	Students can only explain theoretical material	Daily
	Students answer with knowledge pieces	Daily
	Students are able to name the characteristics of parts	Daily
Students fail to reach higher material	Students fail to master workshop skills	Mid semester
	Students fail to fully explain the process	Mid semester
	Students fail to complete the project: turn signal	Mid semester
Students are not able to achieve the learning target completely	Students fail to analyse cases	Semester
	Students cannot solve problems with the material that has been reminded	Semester
	Students are not able to make a complete report	Semester
Forms of	Students don't get instant	Practical exam

Learning Stagnation Students only master the basic material	feedback	
	Students do not get performance rights	Practical exam
	Students do not get practical guidance	Practical exam
	Students stop getting peer tutors	Practical exam

Things that cause stagnation of learning achievement include learning disorders, limitations of on-line distance learning, and curriculum policies. These factors have several indicators as shown in the following table.

Table 4. The Factors of Learning Stagnation

Factors of Stagnation Causes	Indicators of Stagnation Causes	Percentage
Learning Disorder	Students cannot concentrate while learning	74,5%
	Off task students lose to outside interference	63,1%
	Signal, internet connection is not stable	22,0%
	Media is experiencing noise disturbance	12,2%
Limitations of the On-line Learning Process	Students have difficulty accepting explanations online	56,9%
	Students are unable to digest on-line verbal material	45,9%
	Students	40,0%

Table 6. Causes of Decreased Learning Outcomes

Factors Causing Decline	Indicator Causes of Decline	Percent age
Students are not ready to take online learning	Students almost never study independently	77,3%
	Students do not repeat the material that has just been taught	66,3%
	Students are depressed because online PJJ is boring	22,0%
	Students' enthusiasm for learning has dropped drastically	71,0%
	Off-task students in the use of gadgets	34,7%
	Students experience prolonged psychological fatigue	70,0%
	Limitations of distance learning in serving learning	Students do not get knowledge intake
Students do not get reinforcement from the teacher		12,2%
Students cannot practice at home		59,9%
Students look for sources on the internet without assistance		46,3%
Limited support	Boarding school prohibits students from using gadgets	25,9%
	The atmosphere of studying at home is not supportive	32,3%

	Parents do not provide learning facilities	11,9%
	The teacher does not give enough time to give feedback	12,2%
Limitations of teachers in using online learning media	Use of Learning Management System	22,9%
	Use of video conferencing	49,8%
Students are not ready to take online learning	Use of e-mail	39,0%
	Use of study packs	28,9%

Online learning does not seem optimal and even just a waste of time. Distance learning without adequate media will only become a burden for teachers, students, and parents. Children's enthusiasm for learning dropped dramatically because they did not get enough support. In fact, parental support plays an important role in fighting learning loss. However, the facts show that students from marginal families do not get enough support from their parents. Parents rarely accompany children to study (Sabates, Carter, Stern, 2021).

The condition of severe learning loss requires the government to free schools to carry out face-to-face learning. The government cannot allow learning losses to continue to accumulate. Improvements to the curriculum and facilities need to be carried out, so that children are not getting further behind from time to time (Angrist, et al., 2021).

CONCLUSION

The problem of learning loss in private high schools in Yogyakarta can be categorized as severe because it includes three categories at once, namely failure to achieve learning targets, stagnation in

learning outcomes, and decreased learning outcomes. All three occur in the domain of general class and productive class (workshop). It can also be concluded that the causes of learning loss in private high schools in DIY are relatively severe, namely refusal to learn by students, absence of teaching and learning activities because teachers do not master online applications and Learning Management System, lack of facilities, disruption of the learning process, limitations of on-line learning, curriculum policies, and limited support. Among all the reasons, student refusal to learn is the worst cause because it has a long domino effect.

If face-to-face learning is not immediately opened, the learning loss will get worse and actually lead to lost generation. Therefore, face-to-face learning needs to be opened immediately. Nevertheless, the enforcement of health protocols must be carried out so that the routines of the new era are able to rebuild the teaching and learning process and reduce the gap between learning objectives and their achievements (Ozer, Suna, Celik, 2020), without serious risks.

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