LEARNING LOSS DURING COVID-19 PANDEMIC IN INDONESIA AND THE STRATEGIES TO MINIMIZE IT

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Abstract

The current coronavirus (Covid-19) pandemic is having a profound impact, not only on people's health, but also on how they learn, work and live. Amongst the most important challenges created by Covid-19 is how to adopt a system of education built around physical schools. Based on the Higher Education Law number 12 of 2012, Article 31 concerning Distance Education is a learning process that is carried out remotely through the use of various communication and information media. With the implementation of distance learning during the pandemic and the problems that occurred above, it turns out that this decision has the risk of causing learning loss for students. Asian Development Bank (ADB) estimates that school closures due to the Covid-19 coronavirus pandemic have made many students in Indonesia lose learning opportunities Based on the Human Capital Index 2020, Indonesia has a LAYS of 7.83 years. This research was conducted using qualitative descriptive research. This study aims to reveal the facts, phenomena, and circumstances that existed during the research process by providing what actually happened when learning activities took place with distance education. This burden is the responsibility of all elements of education, especially the state in facilitating the continuity of schools for all educational stakeholders to conduct distance learning. How should Indonesia plan, prepare, and overcome the Covid-19 recovery, in order to reduce the losses to the world of education in the future

Keywords: Learning Loss, Covid-19 Pandemic, Strategies

INTRODUCTION

The current coronavirus (Covid-19) pandemic is having a profound impact, not only on people's health but also on how they learn, work, and live. Amongst the most important challenges created by Covid-19 is how to adopt a system of education built around physical schools. At its peak, more than 188 countries, encompassing around 91% of enrolled learners worldwide, closed their schools to try to contain the spread of the virus. School closures have a very real impact on all students, but especially on the most vulnerable ones who are more likely to face additional barriers. The World Bank predicts that the number of poor people globally in 2020 will increase to 130 million people (Tateno & Zoundi, 2021). Children and youth from low-income and single-parent families; immigrant, refugee, ethnic minority and Indigenous backgrounds; with diverse gender identities and sexual orientations; and those with special education needs suffer by being deprived of physical learning opportunities, social and emotional support available in schools and extra services such as school meals. They risk falling further behind and becoming isolated with school doors closed. These students are likely to lose the

most in terms of educational outcomes and the support provided by schools if countries take insufficient measures to promote educational equity and inclusion.

Based on the Higher Education Law number 12 of 2012, Article 31 concerning Distance Education is a learning process that is carried out remotely through the use of various communication and information media. It will provide educational services to community groups who cannot attend face-to-face education. It is an educational concept that may be said to have been relatively long developed. Although distance learning is compared to traditional learning, it can be said to be easier but it has the potential to change people's perception or understanding of education.

Since the Covid-19 has spread in various parts of the world, distance education is now widely applied in the learning process almost all over the world, this is one of the many solutions offered in the world of education during the Covid-19 pandemic. Because the learning process must continue, it should not be stuck. Various educational methods and strategies in the learning process were tested as learning solutions during the pandemic. There are educational institutions that purely apply distance learning fully in the learning process, but there are also school institutions that implement it halfway. In carrying out online learning with various limited capabilities, facilities, and infrastructure in the form of mobile phones, laptops, and networks for teachers and students as well as limited capabilities in the use of technology, efforts must be made to continue the implementation of online learning so that the process of transforming knowledge to students is not disrupted.

Teachers as the spearhead of education make various efforts such as implementing distance learning through WhatsApp Group media, Google Classroom, Moodle, and other online learning applications. For synchronous learning, teachers also use Google Meet media, Zoom Cloud Meetings, Cisco Webex, and so on. Currently, there are many online learning resources and knowledge content on the internet.

The utilization of various distances learning media is processed according to the abilities and wishes of the teacher. The demands of teachers are not only academically but also the ability to communicate which must be done in distance learning As in the Google Classroom, Moodle,

and WhatApp group learning media, teachers send learning materials, learning video links, assignments as well as communication media to carry out the process guidance and assistance to students. The limitations that students face in distance learning also exist on teachers, such as the lack of Android phones, data packets, and signal networks. They can be obstacles in the learning process. However, the teacher certainly understands this situation and provides solutions and solutions to the problems faced by students so that students can continue to follow the learning process. Assignments can be picked up and collected at school when conditions are safe and still adhere to health protocols. Network or signal interference by providing a longer processing time so that the task does not become a heavy burden.

With various limitations in the Covid-19 pandemic situation, it is a challenge for a teacher to continue to learn and practice online learning. Besides that, teachers must be able to present fun and innovative learning to overcome learning difficulties faced as well as a collaboration of learning media so that learning is not monotonous and can still present an interactive learning atmosphere between teachers and students. With the implementation of distance learning during the pandemic and the problems that occurred above, it turns out that this decision has the risk of causing learning loss for students.

METHODOLOGY

This research was conducted using qualitative descriptive research. This study aims to reveal the facts, phenomena, and circumstances that existed during the research process by providing what happened when learning activities took place with distance education. The data was collected by using literature study, it is carried out by collecting relevant or appropriate data needed for research from books, scientific articles, news, and other credible sources that are reliable and also by the research topic being conducted. The data then described and the writer provides several suggestions for improving learning.

RESULTS AND FINDINGS

The Education and Development Forum (2020) defines learning loss as a situation where students lose general or specific knowledge and skills or academic decline, which occurs due to a prolonged gap or discontinuity of the educational process.

The term learning loss is familiar word in the world of Education. Suhardini & Nurhayati (2021) stated before the pandemic, Indonesia had experienced it which occurred due to several factors.

These include (1) the existence of gaps in the quality of education in several regions of Indonesia; (2) dropout conditions due to economic factors; (3) intentionally dropping out of school due to trauma or loss of self-confidence; and (4) did not get the opportunity to get education due to several internal/external factors.

In the past Learning Loss referred to several factors, now during the pandemic, the term learning loss refers more to the loss of learning opportunities due to the reduced intensity of interaction with teachers during the face-to-face learning process. That is why the term learning loss is rarely heard before the pandemic because it is considered that the intensity of student and teacher interaction does not experience obstacles during the face-to-face learning process.

Lesmini (2021) stated that there are three main problems as a result of schools not conducting face-to-face meetings:

1. The decrease in the level of desire to learn, by not going to school, most students feel like they don't have a strong enough reason and motivation to learn. When teachers usually pay attention to them directly in class, their level of desire to learn is relatively more awake.

2. The Inequality Increase. Distance learning opens up opportunities for disparities or learning gaps for students. Students who have good learning facilities, complete family support, almost certainly have a good level of success and involvement in learning.

3. Drop Out Possibility. Uncertainty about when school will return to normal results in the emergence of boredom which encourages some students to want to quit school. The reasons for the absence of facilities, confusion in dealing with assignments/homework that are considered continuous and burdensome, as well as boredom pave the way for students who live in the midst of limitations to choose to work so that they can lighten the burden on their families and support themselves.

Further, the Asian Development Bank (ADB) estimates that school closures due to the Covid-19 coronavirus pandemic have made many students in Indonesia lose learning opportunities (learning losses). This is reflected in the projected reduction in student learning time in school through the Learning-Adjusted Years of Schooling (LAYS) indicator.

Based on the Human Capital Index 2020, Indonesia has a LAYS of 7.83 years. Due to school closures during the pandemic, LAYS in Indonesia is estimated to decrease by an average of 0.33 years to 7.5 years in the intermediate scenario.

In an optimistic scenario, LAYS in Indonesia decreased by an average of 0.22 years to 7.61 years. Meanwhile, the average decline in LAYS in Indonesia in the pessimistic scenario is 0.48 years to 7.35 years.

DISCUSSION

Learning Loss and Character Development

Aji (2020) stated that there are two impacts on educational systems. First, it is a short- term impact. This impact is felt by many households in Indonesia. Many families are less familiar do homeschooling in our country. They tend to choose a formal school for their children. It can be stated that most parents are doubtful to select homeschooling and to be ‘teachers’ for their children.

In the presentation of guidelines for implementing learning in the even semester of the academic year and the 2020/2021 academic year during the Covid-19 pandemic on November 20, 2020, Minister of Education and Culture Nadiem Anwar Makarim emphasized that prolonged loss of learning poses a risk to long-term learning, both cognitive and character development.

The character students will have high learning motivation in any condition. Whether or not there is a crisis, students with character will still be able to learn in their own way. In fact, there are many ways of learning that can be done without having to depend on the formalities of education at school. This requires high motivation for students to explore all the learning potential of the surrounding environment. Strengthening character education has been forgotten so far because we are too focused on thinking about students' cognitive competencies. Even in the current pandemic crisis, we are still stuck in the same mindset.

Finally, we ourselves are struggling to face the threat of learning loss which can have a very detrimental impact on humanity. As a result, after almost a year of online learning, we have experienced a lot of learning losses, both cognitively and character development. Putting forward character education that can make students have the motivation to learn from within themselves

is something we need to do as an alternative solution so that learning loss does not have a bad impact.

Strategy to Minimize learning loss

The pandemic should not make educators and parents frustrated and pessimistic, the more we feel apathetic and pessimistic in the pandemic, the Learning Loss will become a reality and occur in the world of education in Indonesia Let's change the paradigm of thinking about Learning Loss to be more optimistic and optimal in carrying out our duties, principals, and functions as educators during the pandemic. As long as schools and educators have organized learning in various modes (online, offline, or blended learning) to carry out the learning process and have been conveyed well to students,

Many experts suggest several strategies that can be taken, although of course all of them need adjustments according to the conditions of each school. The strategies include:

1. Optimizing teaching and learning supports and resources during school closures. This strategy explains that schools need to optimize all efforts to support teaching and learning activities as well as support in the form of a variety of learning resources as long as schools do not conduct face-to-face meetings. In essence, the absence of face-to-face learning should not reduce the essence of learning, including how teachers and schools can still monitor student attitudes and character. This can be done by, for example:

a) Designing varied learning

b) Taking a good approach so that students are motivated to be actively involved in learning.

c) Using another approach if it is indicated that there are students who have limited online communication.

d) Coordination and communication between schools and parents to ensure that students are involved in learning, task completion including parental control in the use of devices.

2. Offsetting the learning loss when schools reopen. Long periods of time without face to face learning may cause many new problems, especially regarding the achievement of

students' knowledge and skills. School in this case can give extra hours for students who are indicated to be very behind in lessons.

Meanwhile, Charismiadji in the GREDU Webinar ft. ClassIn (2021) provides tips for educators throughout Indonesia to avoid learning loss for students.

1. Have a growing mind

Educators must have a growth mindset, namely thinking that grows and develops according to the continuity of the times. For example, online learning that was carried out during this pandemic actually accelerated educators and students in facing the digital era, which was growing faster from time to time.

2. Understand Socio-Technical Knowledge Management

Educators also need to understand Socio-Technical Knowledge Management in the digital era which consists of Infoculture, Infostructure and Infrastructure. Infoculture is the transfer of information in the digital era, one of which we know as blended learning, which is a combination of humans and technology.

3. Apply modern class

Educators began to implement modern classes or Flipped Classroom, which combines aspects of asynchronous and synchronous effectively. In the asynchronous stage, students learn the material individually outside the classroom, both online and offline. Utilization of the Learning Management System (LMS) application is the standard in this pattern.

CONCLUSION

The Education and Development Forum (2020) defines learning loss as a situation in which students lose general or specific skills or academic declines that occur due to the discontinuity of the educational process. From the explanation above, we can conclude that the learning loss situation is very dangerous for the Indonesian people, especially in the long term. Because learning loss generally occurs in the younger generation who is the future for the nation and state, even experts believe that the impact of this learning loss situation will be felt for at least the next ten years.

Belafi, Carmen and Kaffenberger, Michelle (2020) stated that students who lost learning opportunities for 1.5 years would lose 15% of their income as adults. Meanwhile, students who lose the opportunity to study for 2 years will lose 20% of their income as adults.

This burden is the responsibility of all elements of education, especially the state in facilitating the continuity of schools for all educational stakeholders to conduct distance learning. How should Indonesia plan, prepare, and overcome the Covid-19 recovery, in order to reduce the losses to the world of education in the future

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