

SCHOOL CLOSURE DURING PANDEMIC: WHAT HAS BEEN MISSING?

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Abstract

Penelitian descriptive ini bertujuan untuk mengetahui terjadinya learning loss selain itu juga untuk memetakan aspek pembelajaran seperti pengetahuan, keterampilan, dan sikap siswa dari pembelajaran selama masa pandemi yang diambil dari sekolah SMPN 05 Toba dan SMAN 1 Toba. Penelitian ini menggunakan metode deskriptif kualitatif. Penelitian ini melibatkan 4 orang siswa dan 4 orang guru dari 1 sekolah. Penelitian ini menggunakan wawancara semi terstruktur dan panduan wawancara sebagai alat pengumpulan data. Pengumpulan data menggunakan panduan wawancara terkait pembelajaran selama pandemic. Hasil penelitian menunjukkan bahwa benar terjadinya learning loss. Learning loss ini terjadi sejak masa pandemic dimana sekolah tutup dan membuat seluruh sekolah harus melakukan pembelajaran dari rumah, sehingga siswa diharuskan belajar mandiri dari rumah masing-masing sedangkan pada kenyataannya suatu pembelajaran sangat perlu adanya interaksi antara siswa dan guru. Pengaruh learning loss terjadi pada aspek kognitif yaitu pengetahuan dan keterampilan dan juga pada aspek nonkognitif yaitu sikap, dimana masa pandemi yang dihadapi saat ini sekolah mengalami terjadinya learning loss pada murid.

Keyword : School Closure, Learning Loss, Online Learning

Abstract

This descriptive study aims to determine the occurrence of learning losses in addition to learning aspects such as knowledge, skills, and attitudes of students from learning during the pandemic period taken from SMPN 05 Toba and SMAN 1 Toba. This study used descriptive qualitative method. This study involved 4 students and 4 teachers from 1 school. This study uses semi-structured interviews and interview guides as data collection tools. Data collection using interview guides related to learning during the pandemic. The results showed that it was true that there was a learning loss. This learning loss has occurred since the pandemic period where schools closed and made all schools have to do learning from home, so students are required to learn independently from their respective homes while in reality a learning process really needs interaction between students and teachers. The influence of learning loss occurs in the cognitive aspect, namely knowledge and skills and also in the non-cognitive aspect, namely attitude, where the pandemic period currently faced by schools is experiencing learning loss in students

INTRODUCTION

During the Covid-19 pandemic, almost all school activities were suspended. Learning that was previously carried out face-to-face must be stopped, replaced with online or distance learning. To keep learning activities running, a number of strategies are implemented by schools, ranging from offline learning with a smaller number of students in schools, offline distance learning, to home visits, which are carried out by teachers. This rapid change, apart from not being supported by the readiness of supporting facilities, is also exacerbated by the unpreparedness of teachers and students to adapt.

The occurrence of a pandemic greatly affects the welfare of the community, the pandemic has an impact, especially on education. According to Herman H. Horne (1932) Education is a complex process of adaptation for beings who have developed physically and mentally who are free and conscious. This development is manifested in the intellectual, emotional, and motivational forms of humans. With the pandemic, the government has taken a policy to limit the movement of people with terms. physical distancing, and directly affect the learning system in schools. These conditions make learning during the pandemic not well planned. In this regard, a number of studies have shown that students in grades X–XII are the most affected group (Hanushek & Woessmann, 2020). Such a significant change requires careful preparation, and requires careful planning, as well as adequate execution. But in reality, the unpreparedness of schools and students in adapting makes learning not optimal (Coal & Batubara, 2020; Firman et al., 2021; Puspitorini, 2020).

Less than optimal learning during a pandemic risks disrupting the educational process, as well as efforts to protect and prosper students (Masterman, 2020; Khan & Ahmed, 2021). Furthermore, the lack of optimal learning carried out during the pandemic is believed to have caused learning loss in students, both in cognitive and non-cognitive aspects (Kaffenberger, 2021; Andriani, Subandowo, Karyono, & Gunawan, 2021; Hanushek & Woessmann, 2020); especially when independent learning at home is carried out for a long time (Chetty et al., 2020; Donnelly & Patrinos, 2021; Hanushek, & Woessmann, 2020; Engzell et al., 2021). Learning loss in this context is defined as a decrease in students' knowledge or skills, because learning is not maximal at school or at home for a certain period of time (Donnelly & Patrinos, 2021; Engzell et al., 2021; Li et al., 2020; The Education and Development Forum, 2020). This knowledge is not

only new knowledge, but also their old knowledge, which they have mastered but again forgotten due to the length of school closures during the pandemic (Kuhfeld et al., 2020 and Oreopoulos and Salvanes, 2011).

Learning loss is a condition where students lose knowledge and skills, both general and specific or academic decline, which is caused by a prolonged or continuous educational process. Education and Development Forum (2020). Learning loss (learning during a pandemic) many changes that occur in normal learning with the pandemic make students and teachers have to work and study from home or online. There is a lot of decline in learning and a decrease in student achievement.

At the time this research was submitted, most of the learning in schools had returned to normal, as before the pandemic. However, if learning loss does occur during a pandemic, normal learning as before the pandemic cannot be fully adopted again (Hanushek & Woessmann, 2020). A special strategy is needed to make leaps in learning achievement in order to recover from student learning losses. In other words, the reopening of schools after the pandemic needs to be done with a number of adjustments or modifications (Hanushek, & Woessmann, 2020). Furthermore, Hanushek, & Woessmann, (2020) warn that opening schools without any adjustments, as an effort to catch up with learning losses (learning loss) will only exacerbate the lag. If not corrected, this learning loss will have a negative impact on students, both in the short term and in the long term, when they enter the workforce (Kashyap et al., 2021; Donnelly & Patrinos, 2021; Yadav, 2021; Zakharova). et al., 2021; Engzell et al., 2021; and Khan & Ahmed, 2021).) If no special efforts are made to catch up with these learning gaps, this lag will become permanent and lower the quality standards of school graduates (Hanushek, & Woessmann, 2020; Bobonis & Morrow, 2014; Lustig et al., 2020; and Khan, & Ahmed, 2021).

The purpose of this study was to determine student learning losses during the pandemic period at school, and to determine the characteristics, interests and knowledge of students in learning and to determine student learning losses during the pandemic, based on the perspectives of principals, teachers and students. And also to reduce the learning gap that has been lost (learning loss), even further, this modification was carried out to restore student achievement that may have been forgotten due to restrictions on school entry during the pandemic (Oreopoulos and Salvanes, 2011 and Kuhfeld et al., 2020). In this study, recommendations and input from schools will be at the heart of knowing learning loss.

Research investigates parts of the educational goals in schools that may be missing, or not being realized or not being achieved. For example, in the school being studied there is learning loss data, it will be easier for further research to find solutions to improve learning loss in these schools, especially inland schools. So that further researchers can find solutions to achieve backwardness during the pandemic period, especially for schools in the interior.

This research is important to do to find out the learning loss of students and to know the characteristics of students' interests and knowledge as a basis for improving and improving English language learning in schools so that graduation is maintained and has the same quality.

The results of this study will be important data to identify and minimize student learning loss gaps, especially in rural areas. The results of this study are expected to be a reference for further researchers to find solutions for schools in catching up with student learning, by building a learning model that is resilient in adapting and catching up with learning loss according to conditions in each school (see: Khan & Ahmed, 2021). On this basis, the researcher research to have a strong urgency to be carried out immediately considers this

This research was conducted so that schools with learning loss could be modified and repaired so that learning would not occur in schools and make it easier for teachers to impart knowledge and shape students' character.

LITERATURE REVIEW

Learning During A Pandemic

In response to the closure of schools during the pandemic, a number of researchers have conducted research aimed at investigating teaching and learning practices during this time. There are several objectives of these studies, such as looking at the extent to which school closures interfere with teaching and learning practices in schools, to find out whether teaching and learning practices have been carried out with sufficient intensity, including in the context of schools in disadvantaged areas (Brooks, et al. 2020; Viner, et al. 2020; Snape and Viner, 2020; Vlachos, Hertegard, and Svaleryd, 2021), the struggles of parents and students economically during the uncertainty of working from home (Adams-Prassl, Boneva, Golin, and Rauh , 2020; Witteveen, and Velthorst, 2020), and the impact of the pandemic on student health and psychology (Brooks, et al., 2020; Golberstein, Wen, and Miller, 2020).

From some of these examinations, learning works on during the pandemic are represented both universally and in Indonesia. In light of these examinations, various issues were recognized, both in mental and non-mental angles. In the mental perspective, various issues were found, for example, a reduction in understudy dominance levels in various subjects (Chetty, Friedman, Hendren, and Stepner, 2020) and an expansion in the fluctuation of understudy test scores (Delve Report, 2020).

In addition to problems in the cognitive aspect, a number of non-cognitive problems were also found, such as increasing students' social isolation attitudes (Brooks, et al., 2020; Golberstein, Wen, and Miller, 2020) and increasing domestic violence, which made students' conditions more vulnerable. (Relief, and Diaz-Faes, 2020; Baron, Goldstein, and Wallace, 2020). In addition, there were also indications that students spent less time studying while studying from home, when compared to normal learning at school (Andrew, et al., 2020; Bansak and Starr (2021) Dietrich, Patzina, and Lerche (2020) Gratz, and Lipps, O. (2020) Reimer, Smith, Andersen, and Sortkær (2021). Furthermore, the researchers also found that students tend to be less satisfied with online or remote learning (de Haas, Faber, and Hamersma, 2020), especially when their learning resources are insufficient in doing school assignments (Bol, 2020). The existence of these problems has a high chance of causing learning loss, or falling behind in learning during a pandemic.

Examining from home, when compared to typical learning at school (Andrew, et al., 2020; Bansak and Starr (2021) Dietrich, Patzina, and Lerche (2020) Gratz, and Lipps, O. (2020) Reimer, Smith, Andersen, and Sortkær (2021). In addition, scientists also observed that students generally will be less happy with online or distance learning (de Haas, Faber, and Hamersma, 2020), especially when their learning assets are lacking in doing schoolwork (Bol, 2020) The existence of these problems causes a huge loss of learning, or being left behind in learning during a pandemic.

Potential For Learning Loss

The term “learning loss” is commonly used in the literature to describe declines in student knowledge and skills (Pier, Hough, Christian, Bookman, Wilkenfeld, & Miller, 2021). Historic data provides researchers with information regarding where student learning should be year over year and is often measured through regular testing. Learning loss occurs when educational

progress does not occur at the same rate at which it has historically compared to previous years (Pier et al., 2021).

Not optimal learning in schools within a certain time has the potential to cause students to fall behind in learning. lagging is also often referred to as a learning loss. A number of studies related to learning loss have been carried out, such as school closures during long holidays (Downey, Von Hippel, and Broh, 2004; von Hippel and Hamrock, 2019; Kuhfeld, 2019), or when schools are forced to close. . . for some reason, such as during a disaster. (Marcotte, and Hemelt, 2008); teacher strikes (Belot, and Webbink, 2010), or even during the pandemic Kuhfeld, Soland, Tarasawa, Johnson, Ruzek, and Liu, 2020; Andriani, Subandowo, Karyono, & Gunawan, 2021; Donnelly & Patrinos, 2021; Engzell et al., 2021; Saifulloh & Dervish, 2020; Coal & Coal, 2020; Firman et al., 2021; Puspitorini, 2020; Kaffenberger, 2021; and Li et al., 2020). While many researchers have established learning-loss prediction models (Azevedo et al., 2021), formal research and documentation of the actual impact that Covid-19 has had on student learning progress is just beginning to emerge. As the global education system continues to face pandemic-related disruption, a strong understanding of how Covid-19 school closures are impacting student learning progress can better equip educators, policy-makers, and researchers going forward.

Cognitive and non-cognitive learning

Cognitive learning is the ability of the brain's mental processes to absorb and store information through experience, senses, and thoughts.

Non-cognitive learning related to attitudes, skills and motivation

Scope of assessment by educators Assessment of learning outcomes by educators includes aspects of attitudes, aspects of knowledge, and aspects of skills.

Cognitive

Knowledge

Knowledge assessment is carried out to determine the level of mastery of students' thinking skills. The ability of the thought process in question, successively from low to high, includes remembering, understanding, applying, analyzing, evaluating, and creating. Thinking processes of remembering, understanding, and applying are categorized as low-level thinking skills. While analyzing, Therefore, the assessment must cover all dimensions of knowledge with all levels of

thinking skills. in accordance with the demands of competency achievement indicators that have been correctly formulated (derived) from KD.

Skills

Assess students' ability to apply knowledge in performing certain tasks. Skills assessment is an assessment carried out to assess the ability of students to apply knowledge in carrying out certain tasks. in various contexts according to indicators of competency achievement.

Noncognitive

Attitude

Attitude assessment was conducted to determine the level of development of students' spiritual attitudes and social attitudes. Referring to Permendikbud Number 23 of 2016 and Permendikbud Number 53 of 2015, attitude assessment is carried out to determine the level of development of students' spiritual attitudes and social attitudes.

Taking into account Permendikbud Number 21 of 2016, the spiritual attitude in question includes faith and piety. Meanwhile, social attitudes include honesty, discipline, politeness, self-confidence, caring (tolerance, cooperation, and mutual assistance), and a sense of responsibility.

Potential learning loss not only occurs in cognitive and non-cognitive but also:

Drop Out

By not attending school, most students feel they do not have a strong enough reason and motivation to learn. 2. Increased Learning Disparities

Increased Learning Disparities

Through online mode or distance learning (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. Undeniably, many students who lack facilities and lack of family support, are not enthusiastic in learning, but of course this is an anomaly situation.

No face-to-face learning has an unfavorable effect on learning motivation. When it is usually done face-to-face, they consider paying attention or learning directly and clearly, so that the level of desire to learn is relatively more awake. However, with current conditions, awareness of the desire to learn has decreased. Face-to-face learning is considered more effective because it will be more controlled through positive affirmations given by the teaching staff, even though the enthusiasm for learning is fluctuating.

From all these studies, it can be concluded that school closures within a certain period of time have a very large potential to cause learning loss. Learning loss is defined as a condition where students experience a degradation of knowledge and skills in learning due to not carrying out learning or education within a certain period of time (The Education and Development Forum, 2020; Kashyap et al., 2021; and Li et al., 2020) . Among the impacts that occur are the low interaction between teachers and students and between students and other students (Andriani, Subandowo, Karyono, & Gunawan, 2021), the lack of time spent studying at home (Andriani, Subandowo, Karyono, & Gunawan, 2021), reduced concentration of students and teachers, reduced ability of students to explain the material completely, and decreased absorption of students towards the learning delivered by the teacher (Donnelly & Patrinos, 2021; Engzell et al., 2021; Andriani, Subandowo, Karyono, & Gunawan , 2021) Donnelly & Patrinos, 2021; Engzell et al., 2021; Khan & Ahmed, 2021; Masterman, 2020). Learning loss and quality degradation of school graduates.

Learning Loss Quality Degradation Of School Graduates

From a number of research results that have been reviewed in this study, it can be concluded that the occurrence of learning loss in students in schools has the potential to have a tremendous impact on students both in the short and long term. Hanushek, & Woessmann (2020) stated that this learning loss has the potential to permanently degrade students' abilities, even to enter the world of work. Furthermore, Hanushek, & Woessmann, (2020) believe that if this is allowed to continue, it will have an economic impact on students and also on a country in general. In this case, they believe that if this learning loss is left alone, then when they enter the world of work, these students will have the potential to get a reduction in income of up to 3%, even more for students who are in special areas, such as in rural areas. In the long term, this estimated loss may continue to increase (Lustig et al., 2020), because this leaning loss will reduce student competitiveness in a significant proportion (Bobonis & Morrow, 2014).

Besides being economically detrimental, learning loss is also believed to have an effect on increasing the number of students dropping out of school. (Khan, M. J., & Ahmed, J. (2021) estimate that during the pandemic, there were at least 7.2 million students who dropped out of school. And this impact is likely to be greater for students from poor families Kuhfeld et al., 2020; Mundy & Hares, 2020 and in students whose parents have low education (Kuhfeld et al.,

2020; Mundy & Hares, 2020), which is believed to increase the gap between students, which in turn has an effect on increasing the number of students dropping out of school.

METHODOLOGY

The research method is the steps and ways of finding, formulating, extracting data, analyzing, discussing and concluding problems in research. To find out how English learning skills are during the pandemic from the perspective of school leaders, teachers and students, researchers used qualitative descriptive research. According to Sugiyono (2016: 9) qualitative research methods are research methods used to examine the condition of natural objects where the researcher is the key instrument.

In this study, researcher will use qualitative methods because the results of the study are focused on data in the form of interviews. why this research uses qualitative methods is because this research wants to describe in depth and thoroughly it is not unimportant how many people there are but how deep the information is extracted. By using this type of research, the researcher wants to descriptively describe school closure during a pandemic: what has been missing?

FINDING

This research was conducted in two schools, namely SMPN 05 TOBA and SMAN 1 TOBA, precisely in Toba sub-district, Sanggau district, West Kalimantan province. In this chapter the researcher focuses on analyzing the collected data. Below, the researcher provides details of the findings from the data collected, in this study the researcher analyzed the data collected from the results of interviews at school.

Learning Practices During The Pandemic

Learning during the pandemic period is generally done online, but researcher found online and offline learning at SMPN 05 Toba and SMAN 1 Toba. The findings can be seen below.

Online And Offline

In general, learning during a pandemic is done online. However, in schools where researcher researched, they found that learning was carried out online and offline, the pandemic period affected the learning process so that schools thought about ways to keep learning done even in the current pandemic situation, learning was carried out online and offline (Editha & Ferry, S1, 2022) and (Febrina & Cici, S2, 2022). Online the teacher provides material through the whatsapp group according to the lesson schedule that has been shared, but offline students take

assignments and collect assignments once a week at school and the teacher provides worksheets as teaching materials (Nur Halizah, S1, 2022). As for offline learning, one class session is divided into two and the schedule is given according to the class Monday and Tuesday, class X, Wednesday, Thursday, class XI and class XII Friday and Saturday (Elvina & Cici, S2, 2022).

Irregular

Irregular here means the time for learning and collecting assignments, this is very disturbing learning activities, where schools also provide limited time in responding to the current situation, so that the learning time given is limited, which was previously given according to the government's current recommendation of only 30 minutes. per subject (Elvina, S2, 2022). In this case, irregularity also occurs in the collection of assignments where the time that the teacher has given a week to do it is not even enough, causing students not to collect assignments and are given tolerance by the teacher so that the time for collecting assignments is not in accordance with the predetermined schedule (Ferry, S1, 2022). From the statement above, the researcher can describe that these two schools each have problems, namely irregular in time, in school one that is not regular in the time of collecting assignments while school two is not regular in learning time.

Lack Of Knowledge

Lack of knowledge is an impact of the learning process during the pandemic, in English lessons our students have difficulty understanding the material in the reading section that they cannot read in English what is written does not match what is stated, not only that this also happens in memorizing vocabulary for example members This student's body does not memorize the mention of its body parts in English even though the material has been given since entering school (Nur Halizah, S1, 2022). Not only that a lack of knowledge also occurs in other learning such as sports learning, this learning should be given directly by the teacher and even practiced between teachers and students, the occurrence of a pandemic practice of spaciousness cannot be done and the teacher provides material through the whatsapp group instead of sports lessons (Ferry, S1, 2022). Not only one or two lessons, this also happens in almost all lessons so teachers complain about facing the current pandemic situation (Febrina, S2, 2022).

It can be seen from the results of the analysis above that the pandemic period greatly affected learning practices where during the pandemic the two schools carried out online and offline learning where in one school online the teacher provided material through a whatsapp group that had made lesson gems and offline students were asked to take assignments at school and return. back to school to deliver assignments, the teacher also gives student worksheets or commonly abbreviated as LKS, while at school two online the teacher provides material through the whatsapp group, and offline students go to school according to a predetermined schedule and one class is divided into 2 sessions and 30 learning times minutes of each subject.

*Challenge**Teachers And Students Are Not Ready*

In this case, being unprepared means not being ready to face the pandemic era that attacks education so that it changes the learning process to online and offline and learning using smartphones while not all students have supporting tools such as smartphones (Nur Halizah, S1, 2022). Not only in one school, two schools also experience a lack of preparation, as well as facing a pandemic situation that interferes with normal learning activities so that teachers cannot deliver material according to meetings that have been made and support tools are inadequate, for example, not all students have smartphones (Febrina, S2, 2022). So it can be seen above that the readiness to accept the current pandemic situation is very lacking, especially the readiness to use technology which requires teachers and students to communicate in online learning.

Internet Connection

In the midst of a pandemic, internet connections are urgently needed to deal with learning using networks, but in this situation schools have problems with internet connections because schools are located in villages and have limited signals so that it is difficult to carry out the learning process using a network (Lisa, S1, 2022). Not only that, the students here are in villages where internet access is difficult, while the material is delivered via whatsapp groups in each lesson so that not all of them have good internet access (Cici, S2, 2022). So it can be seen from the statement above that internet connection is a very influential challenge in the learning process in the current situation.

Increased Student Laziness

The pandemic period greatly affects learning activities, especially on student laziness, the teacher feels lazy towards students, for example in religious lessons the teacher gives assignments by asking students to explain the material that has been studied with SS in the form of videos and made as creative as possible but students do not want to carry it out so the task is done. given is not collected (Elin, S2 2022). The learning system is also carried out online, where students should use smartphones to learn, even for others such as watching drama films, playing games with friends (Nur Halizah, S1, 2022). Even student laziness also occurs during absenteeism, which initially follows lessons after the second hour does not come (Cici, S2, 2022). So the researcher can describe that there is laziness to the impact of the school during the pandemic in the two schools.

In a pandemic situation, from the results of the study, there were challenges that disrupted the learning process during the current school pandemic, which greatly affected the learning process was internet access where the two schools experienced internet access that was less supportive because the area was located far from the city and had limited internet signal.

Potential Loss Of Learning

In general, learning loss occurs due to the impact of learning during the pandemic, researcher conducted this study in two schools, namely SMPN 05 TOBA and SMAN 1 TOBA.

Is there a learning disorder or not?

After conducting research, researchers found learning loss in the two schools, learning loss actually occurred because learning was carried out online and offline, this caused students to lose the opportunity to study properly and lose the opportunity to interact directly with teachers (Lisa, S1, 2022). Learning loss also has an impact on teachers, teachers lose the opportunity to provide material directly with students and think of new learning methods for students so that students can understand the lessons given. (Cici, S2, 2022). The aspects of the occurrence of learning loss are:

knowledge aspect

Learning loss greatly affects the knowledge aspect of students where normal learning loss is the impact of a decrease in knowledge, during the learning process during this pandemic it is very difficult for students to accept learning because delivery is given via online, namely the whatsapp group so that the material provided is not read (Editha, S1, 2022). Knowledge is the main source to achieve smooth learning, the decline in knowledge can be seen from the results of daily test scores where almost all students get low scores below the average, this is one of the impacts of learning during the pandemic (Elin, S2, 2022). Aspects of knowledge here on:

Lack Of Material Understanding

Lack of understanding of the material, for example in mathematics, in general mathematics is a lesson that uses a lot of formulas and the presenter should be delivered directly if delivered via online I am not able to understand the material given, causing the score I get below average (Helki, S1, 2022). Lack of understanding of the material is also found in English lessons, namely when reading texts, students do not understand spelling in English (Nur Halizah, S1, 2022). It can be seen from the statement above that the lack of understanding of the material in almost all lessons and the two schools experienced this problem because the pandemic teacher could not deliver the material directly causing students to lack understanding of the material.

skill aspect

learning loss also occurs in the skill aspect, this decline occurs due to a lack of interaction, motivation and direct guidance (Ferry, S1, 2022). Loss of learning that should be obtained in schools now students do not get guidance from teachers because learning is done online and not all teachers are able to provide guidance to students one by one (Febrina, S2, 2022). Skill decline occurs on:

Unable to express opinion

In learning English the teacher asks students to re-question the material that the teacher has explained and if they want to express their opinion the teacher invites students to give opinions, even no one dares to express opinions even though the time has been given students do not dare to express opinions in English lessons because the reason is fear of being wrong and embarrassed (Nur Halizah, S1, 2022). Not only that, students who are less active in asking if they understand or not what the teacher says, students prefer to be silent so that what the teacher says is not understood (Febrina, S2, 2022).

Less Able to Apply Material

A decrease in skills also causes a lack of ability to apply the material, for example in sports lessons delivered by the teacher when given material about volleyball, the teacher explains in detail through the WhatsApp group, but when the lesson is carried out offline the material that has been given is not applied even students cannot hit the volleyball (Lisa, S1, 2022). In Indonesian lessons, skills in applying the material are also lacking, for example in speech material, the teacher gives questions and provides opportunities for students to deliver speeches in video form but the results of the speech are still unsatisfactory for teachers who have punctuation marks. invisible so that the speech delivered is being chased (Cici, S2, 2022).

Attitude Aspect

Learning loss also occurs in the attitude aspect, during the pandemic the lack of direct control from the teacher caused the student's attitude to decline where before the pandemic the student's attitude towards the teacher was polite and easy to manage, but during the pandemic the students were not polite with the teacher so they considered the teacher as a friend and the teacher did not appreciate it, for example, in chat, if you chat with the teacher, say hello first, followed by the name and class because not all of the teacher's students memorize the name but this is not applied by students (Editha, S1, 2022). Not only that outside the school environment, students when they meet the teacher do not say hello, even pretend they don't see they have an indifferent attitude towards their teacher (Febrina, S2, 2022). So learning loss occurred in two schools where both experienced the problem of decreasing attitudes. A decrease in attitude occurs in:

Speak The Language

In this case the cause of the attitude aspect, one of which is the impact of speaking the language, learning during the pandemic, affecting the activities of teachers and students so that teachers are not able to control one by one the attitudes of students during the pandemic due to time constraints and lack of student motivation so that the words spoken are not seen as an educated child, for example, the words of dogs are no longer foreign to be heard when students and other students speak (Lisa, S1, 2022). This also happens when meeting outside with the

teacher instead of greeting with soft words but with a high tone for example mother! Until the teacher was shocked (Cici, S2, 2022). In this case, two schools experienced problems with speech decline.

Behavior

In addition to language, behavior is also the cause of the decline in the attitude aspect, student behavior shows that the lack of teacher supervision of students is caused by limited learning and lack of attention from teachers due to the impact of online and offline learning. Feri, S1, 2022). Not only that, students don't dress neatly in school uniforms, where the students don't wear the clothes that should be included and the girl's skirt is cut short, it doesn't match the uniform that has been given (Febrina, s2 2022). The behavior of students during the learning period during the pandemic changed, behavior did not show that they were an educated student, and behavior became the main focus of the teachers.

DISCUSSION

Based on the research findings, the purpose of this study was to determine the occurrence of learning loss as well as to map learning aspects such as knowledge, skills, and attitudes of students from learning during the pandemic period taken from SMPN 05 Toba and SMAN 1 Toba. The pandemic period resulted in students studying at home and causing a decrease in learning for example in aspects of knowledge, skills and student attitudes, learning loss occurred due to irregular learning, and also internet access that did not support online learning activities at home and also teachers and students were not ready to accept learning during a pandemic so that learning is not effective.

Learning Practices During a Pandemic

Learning during the pandemic period is generally done online, but researchers found online and offline learning at SMPN 05 Toba and SMAN 1 Toba. As we know that face-to-face learning cannot be done during a pandemic, this finding is also in line with other researchers related to online and offline learning, namely at SDN 5 Pasui learning activities during the pandemic were carried out online and offline. The implementation of online learning is carried out by utilizing social media as a means of interaction between teachers and students, the media used include Whatsapp, YouTube, Google etc. while offline learning is carried out by dividing students into several small groups by adjusting the time of each group for come to school while still paying attention to health protocols in accordance with the recommendations of the Health Service and the Government (Aminullah, Ikram, Fachrul Chandra, Nur Fitriani, Wasna, Misna, Elihami, 2021). It can be seen from the findings above that learning practices during the pandemic are carried out online and offline

Potential For Learning Loss

From the results of the analysis that has been carried out by researcher, that learning loss does occur. The researcher found the occurrence of learning loss in the aspects of knowledge, skills and attitudes, which caused the learning loss to occur is the impact of learning during the pandemic, this researcher is also in line with other researchers regarding the decline in the attitude aspect, namely cognitive and noncognitive aspects in the cognitive aspect, found a number of problems such as a decrease in the attitude of students' mastery levels in a number of subjects (Brooks, et al., 2020; Golberstein, Wen, and Miller, 2020). Other researchers also examined learning loss. This difference with other researchers is to find learning loss in aspects, skills and attitudes, while other researchers find aspects that occur in learning loss, namely learning preparation, learning process, media or learning aids, and learning outcomes in these aspects. experienced a significant change that caused learning loss at SMA Negeri 4 Polewali Muhammad Rajib, & Arlinda Puspita Sari, June 2022). Learning loss occurs due to online and offline learning due to the school pandemic making new rules so that learning continues. Learning loss is a situation where students get incomplete information due to not optimal learning process.

Challenge

In this study, the challenges faced at SMPN 05 TOBA and SMAN 1 TOBA, are teachers and students are not ready and internet connections, why are they not ready because of changes in the implementation of the school system causing teachers and students to be unprepared in dealing with learning situations like this, as for internet access that are less supportive cause the learning process is not smooth, other researchers also conducted research on the challenges of learning during the pandemic. The difference between this researcher and others was that this researcher found challenges for teachers and students being unprepared while other researchers found different challenges in adapting to changes in online learning methods (Atsani, 2021). These challenges cause difficulties in understanding the material due to not implementing learning in the classroom.

Other researchers also researched learning loss. The difference between this study and other research is that this study aims to map learning aspects where learning loss occurs in schools during the pandemic, while other studies obtain information and analyze problems with learning disorders in children and solutions to learning disorders in children (Anti Muthmainnah & Siti Rommah 2022).

The weakness of this study is that it does not provide a solution from the results of the study, it only takes documentation from the results of interviews which show that there is learning loss in aspects of knowledge, skills and attitudes.

CONCLUSION

Based on the results of the analysis of data collection, researchers can conclude that the learning process during the pandemic at SMPN 05 TOBA and SMAN 1 TOBA that there was a decline during the learning process during the pandemic the decline was in the knowledge, skills and attitudes of students, teachers also had problems in this regard. namely in the delivery of material because it can only provide material through the whatsapp group that has been created and the signal also does not support this, because the learning process during the pandemic in these two schools is carried out offline and online. As for the challenges faced during learning during the pandemic based on the findings, namely teachers and students were not ready, internet connections and increased student laziness, this led to learning loss. Therefore, researchers hope that other researchers find good solutions to improve learning loss during the pandemic so that learning can be carried out in accordance with educational goals.

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