

Virtual Learning in Indonesia's First Secondary School: To Anticipate Learning Loss

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ABSTRACT

Some research results state that the impact of implementing learning during the COVID-19 pandemic is in the form of online learning, one of which is learning loss. The purpose of the study is to provide notes on online learning in Indonesia that in addition to focusing on learning, one must also be able to anticipate learning loss. This study uses a literature study method by selecting various research articles that are in accordance with the research study. The results of the research state that indeed online learning will have an impact in the form of learning loss and in this research it also provides solutions in resolving learning loss through more intense communication from teachers and parents and maximizing teacher activities in learning so that they can anticipate learning loss so as to achieve learning goals. such as: online learning using a platform that is student-friendly and comfortable to use by students so that students can study at home to the maximum and parental control must always be done because learning takes place at home. The results of this study are expected to be able to anticipate learning loss, inspire parents and teachers to be able to take the importance of online learning for students.

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1. INTRODUCTION

Nearly two years into the Covid-19 Pandemic, more than 800 million students, more than half of the world's student population, are still facing significant disruptions to their education. Shows that globally, schools are completely closed as of now (18 months). This figure is equivalent to two-thirds of the semester of one academic year. Many countries are using virtual learning to fight the pandemic. However, virtual learning itself has several problems, both the government and stakeholders that must solve them immediately. (World, 2018)

Policy and decision makers react promptly and adequately to reduce the resulting learning loss, more than 100 million students may be below the minimum reading proficiency level, exacerbating learning gaps. The Worldbank found that learning loss rates and income were determined more by the effectiveness of distance learning than by the duration of school closures. The current Covid-19 caseload

means that schools could be closed for a longer period of time. Extending our calculations to December 2021, Indonesian students are expected to lose up to 0.3 additional learning-adjusted years of schooling and another 11 points in PISA.

Less effective and efficient learning triggers several impacts. As a result, students tend to be shy, lack self-confidence, feel lazy, and experience decreased motivation in learning. This is due to the lack of direct interaction between students and teachers, causing some of these impacts. Meanwhile, in education, schools are obliged to train ethical development through interaction, responsibility through example, and teaching good character through universal values. This can be a factor that is taken into account to continue to provide the best learning for students. So that social values, ethics and students' cognitive abilities can be completed also by distance learning or online. (Murtadlo & Hazin, 2018)

Effective learning can be done by recognizing children's learning styles, creating a positive environment, making various learning methods with teacher coordination. In addition to parents, the government and teachers also have a stake in the success of effective learning in achieving learning goals, such as: online learning through learning videos, assignments tailored to learning conditions at home, preparing learning tools to be carried out at home. The results of this study are expected to inspire parents to be alert and more creative in creating effective learning for students. (Fauziddin, et. al., 2021)

This is in accordance with the literature on learning loss. Most of the literature focuses on school-age students, however, there is research showing that learning loss is more significant in older learners, in those with lower prior achievement, and in more computational and procedural subject areas. Better collaboration between teachers in schools and instructors in higher education will benefit the student transition process as we seek lessons from the COVID-19 crisis. (Kristy, et. al., 2020)

The application of the right learning model can reduce the negative impact during distance learning. Prolonged and untreated student anxiety will have a more severe impact on overall learning outcomes. Previous research stated that anxious students will experience cognitive deficits, misunderstanding of information and memory blocking. Anxiety about future learning outcomes leads to poor math achievement and a low perception of math ability. (Kurniawan & Budiyo, 2021)

Learning loss that occurs can be overcome in several ways 1) Initial assessment related to learning difficulties during Covid-19 as well as the models and strategies used by teachers in the process of teaching and learning activities, 2) Implementation of psychosocial assistance for teachers, students, and parents through home visits and invitation to school 2) Assistance for learning modules in the form of two components, namely literacy and numeracy modules, activities in the form of mentoring for teachers, parents and students during learning activities at school and visits to parents and students. (Hazin, M., et al. 2021)

Teachers are split on the progress of online learning, with nearly equal numbers saying they are 'confident' and 'not confident.' However, about 80% of students believe that they will need additional instructional support when they return to school. When asked to name their three main concerns about the location of learning in students, the most important considerations were: social isolation, decreased student well-being, and potential loss of learning. Educators, in particular, prioritize students' social needs over loss of learning. Respondents expressed concern about the loss of social relations with their students as well as the effectiveness of their teaching practices. (Elihami, 2021)

The decrease in students' learning motivation that occurs in online learning is also known as learning loss. A study states that learning loss refers to "a specific or general loss of knowledge and skills or a setback in academic progress, often discovered due to an extended gap or discontinuity in the student's education". Although so far it has been supported by various technologies and teacher competencies in the implementation of online learning, it turns out that there are still gaps that cause

learning at home to be less effective. One thing to worry about is that if studying at home lasts for a long time, it will result in loss of learning or reduced knowledge and skills academically. *Learning loss* by students in Indonesia can occur due to indirect communication due to online learning that has occurred for almost two years.

Based on some of the research results about learning system to anticipate learning loss and describe solution of learning problem (Elihami, 2021; Hazin, Megan, 2020; Alifia et al., 2020; Hippel, 2019; Cooper et al., 1996) here are obstacles in online learning, the novelty of this research is a literature review to provide notes to teachers in online learning for junior high school students to prioritize the vulnerability of learning loss threats during online learning, to elaborate on the literature on educational innovation in virtual learning to make it more effective and able to anticipate learning loss. Therefore, it is deemed necessary to conduct research on overcoming learning loss in learning in Indonesia. The results of the study are expected to be used as a reference in the implementation of learning for junior high schools in dealing with online learning, it is hoped that teachers can anticipate all possible bad things that can occur so that the learning objectives remain can be achieved even if not face to face. In addition, it is hoped that other parties such as families, communities, and the government can also support effective learning.

2. METHODS

This research uses the type of research in the form of library research. The literature review is related to theoretical studies and several references that cannot be separated from the scientific literature. The steps of library research that will be carried out in this research include; 1) preparing equipment, 2) compiling a work bibliography, 3) managing time, 4) reading and making research notes (Sugiyono, 2012). This research is a source of data obtained from relevant literature such as books, journals or scientific articles related to the chosen topic. The data collection technique used in this literature review is to find data about things or variables in the form of notes, books, papers or articles, journals and so on. (Zed, 2004)

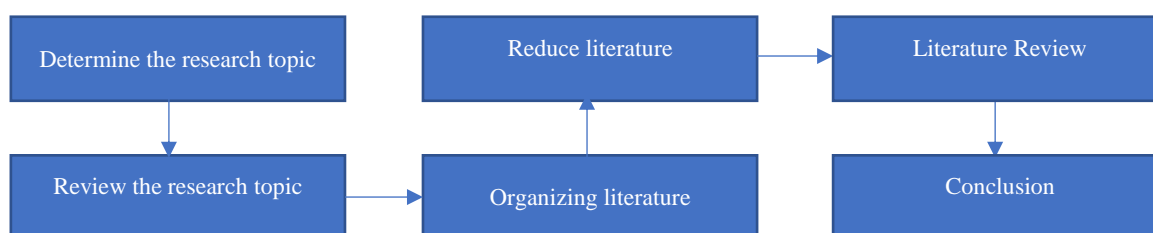


Figure 1. Research steps

3. FINDINGS AND DISCUSSION

1. *Learning loss*

Learning loss is a condition in which students lose knowledge and skills, both general and specific, as well as academic decline, which occurs due to a prolonged gap or interruption of the educational process. Online learning has drawbacks in the form of creating a communication gap between students and teachers which should be able to take place effectively and efficiently but must be disconnected because they are online (Elihami et al., 2019)

The phenomenon that occurs in students from the middle to lower economic class who do not have the ability to use and access gadgets and the internet for learning. (Hippel, 2019) This has happened in countries affected by Covid-19 and even Indonesia, because Indonesia also runs online learning resulting in a lack of communication intensity between teachers and students so that *learning loss* becomes a learning challenge in Indonesia. Online learning is the application of online distance education, this policy is carried out to anticipate the spread of Covid-19 in Indonesia. This learning aims to increase access for students to obtain better and quality learning

Students while online will do less independent learning than when they enter school in general. *Learning loss* occurs because of the ineffectiveness of learning and not meeting teachers and students in a relatively long time. All students' reading comprehension scores got low scores due to online learning (Cooper et al., 1996) . It continued to increase after school started, but grew much more slowly when school was in session than during virtual learning. The longer the school is physically closed and the more time students spend in distance learning, the higher the expected learning loss (Engzell et al., 2020)

The more students in a country lack learning resources at home to reduce *learning loss* , the greater the overall learning loss in that country (Brunello et al., 2016) . Not all students have facilities and families that can encourage them to do their best to learn. Facilities that can support students in learning, namely the internet, cellphones, and quotas for some of these facilities are vital in online learning.

Online learning can indeed prevent students from dealing with COVID-19. However, the main problem in learning in Indonesia is the delivery of effective and efficient material so that students can understand what they are learning in school. Meanwhile, the COVID-19 pandemic has caused the essential essence of schools to diminish or even disappear, it should receive special importance during physical school closures and the shortcomings can be intensified so that learning loss does not occur (Blasko et al., 2021) .

The impact of students' *learning loss* causing students to forget what they have previously learned is likely to be further exacerbated if nothing is done to compensate for the learning loss. Students will be pushed towards more complex learning abilities than usual classes, they will advance to grades without having basic prerequisite skills. Reducing *learning loss* is expected to be more common in students from disadvantaged backgrounds who access the public school system (Aziml, 2020) .

Online learning must be prepared as efficiently as possible so that students do not experience difficulties in understanding the learning material or even experience *learning loss* . In Indonesia, the United Nations High Commissioner for Refugees (UNHCR) learning center uses WhatsApp groups to track the experiences of refugee learners and volunteer teachers and to provide targeted support when needed for effectiveness. National studies during the pandemic show a clear and prominent social gradient in student-student access to computers. although they do not use platforms or media for students, the point is that students can feel comfortable learning, understand the material, and are psychosocial even though they are still in online learning.

2. Effective communication in online learning

Communication between parents and teachers is key to helping students learn. Parents act as intermediaries for teachers and students, especially students from lower elementary levels. In terms of the frequency of parent-teacher communication, the data show statistically significant differences between regions (Alifia et al., 2020) . Parents at home must be good teachers for their students to provide direction so that their students can understand or even be active in online learning. Teachers also cannot remain silent, there must be cooperation between the two parties so that effective online learning can be established.

There are three types of parental guidance during virtual learning, namely (i) active guidance, (ii) passive guidance, and (iii) without guidance. Parents who actively provide guidance not only ensure their students' study schedules, but also help explain lessons and check assignments before handing them over to the teacher. Teachers must ensure that all parents can be active mentors for their students. Starting from chatting whatsapp to parents to controlling students at home. Until the call of parents to communicate with each other and be able to do the best for their students (Banerjee et al., 2010) .

Many students also have difficulty learning without direct guidance from the teacher. Students have the perception that independent learning is something that is boring and burdensome for them (Pavlovic et al., 2015) because students are usually accompanied by teachers in their teaching and learning activities. Students' abilities and learning outcomes should be improved through effective and efficient learning even though they have to study independently

3. Teacher activity during online learning is maximized

Psychosocial assistance to teachers is the main thing, because teachers are the spearhead of education, especially in the process of learning activities in schools. Thus, various patterns were carried out by the team to strengthen the psychology and mentality of teachers, not only as a group but also individually. Psychosocial assistance to teachers must be done so that teachers in dealing with learning are not stressed and mentally maintained (Davis, 2018) .

Emergency situations can cause mild to severe mental health problems among those directly affected. So that the learning process so far that causes limitations, boredom and boredom for teachers can be overcome with mentoring. Psychosocial. Ensuring all students and families have access to appropriate and engaging math and reading materials, instruction, and support during the coronavirus shutdown is one important way we can prevent the opportunity gap from growing. so that parents can understand the obligations of students to do at home. So parents are substitutes for teachers at home (Megan, 2020) .

It was found that a favorable school climate can increase the developmental pressures of early adolescence and protect against declines in student motivation and academic achievement in the United States, as a strict school climate and supportive teacher-student relationships can increase engagement. high students, and high learning outcomes, as well as high aspirations towards education (Cornel et al., 2016) . School climate is an important factor related to student achievement in New York (Davis, 2018) . Activities in schools should be able to support teachers to be creative and make learning innovations. Therefore, schools must be able to create a positive climate so that performance and learning can be of high quality and students can learn optimally (Azim, 2020) . Moreover, with online learning, teachers are required to carry out learning that requires facilities so that learning can be carried out optimally. Facilities that must be owned by schools if they want to do maximum learning are video conferencing accounts, stable wifi signals, external webcams, to access to webinars that can improve teaching and learning activities.

Basically, online learning must have effectiveness and efficiency to overcome learning challenges during a pandemic. With the emergence of the COVID-19 pandemic, teaching and learning activities that were originally carried out in schools are now learning at home via online. Online learning is carried out according to the ability of each school. Online learning can use digital technology such as google classroom, study house, zoom, video conference, telephone or live chat and others. However, what must be done is to give assignments through monitoring assistance by teachers through WhatsApp groups so that students really learn. Then the teacher also works from home in coordination with parents, either through video calls or photos of student learning activities at home to ensure there is interaction between teachers and parents (Mashuri, 2020) .

One of the challenges of online learning is *learning loss*, which occurs when schools or students experience holidays or less effective learning for a long time. Europe often experiences *learning loss* because it has a summer holiday that takes up to three months. *Learning loss* is said that in addition to stagnation, actually loss of knowledge also occurs when education is stopped. Studies on school closures due to teacher strikes yield the same conclusion (Belot & Webbink, 2010) . The pandemic has not only forced schools to remain secluded; it has also prompted some students to leave the public school system altogether. Therefore, the challenges of online learning in Indonesia must be taken seriously (Emma, 2021) .

4. CONCLUSION

There are several ways to overcome *learning loss* in two ways, namely part of communication and part of maximizing teacher activities in online learning. variations between teachers in terms of abilities and teaching methods, variations between schools in terms of financial support, and variations between the home environment related to the socioeconomic conditions of parents and the availability of supporting facilities play a role in supporting or hindering the implementation of virtual learning. Educators will need data to guide curriculum and teaching in support of students, particularly to target resources and attention for communities most affected by COVID-19 school closures. Protecting and prioritizing basic learning is key to reducing the potential damage from widespread school closures on students, as these skills are critical for developing student competence, further learning, and lifelong opportunities. There are several ways to overcome *learning loss* in two ways, namely part of communication and part of maximizing teacher activities in online learning. Previous research has shown that parents can misunderstand their students' efforts and learning, which can hinder parental involvement with their students' learning.

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