



## Reflection on Fulfilling Students' Educational Needs in Minimizing Learning Loss

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### **Abstract**

This article, which has a study in several junior high schools in Karanganyar Regency, has a research focus to answer the formulation of the problem regarding how the teacher's strategy in dealing with learning loss during the distance learning process is carried out as an educational solution during Covid-19. This research is considered important because it relates to the success of a learning process that will have an impact on education in Indonesia. If many similar studies have been carried out by looking at it from an educational perspective, the novelty offered in this research is the teacher's efforts to minimize learning loss not only from an educational perspective but also from a sociological perspective. Using a qualitative method that requires in-depth data acquisition, the data obtained shows that teachers have a significant role in meeting student needs for the achievement of learning indicators. This fulfillment is carried out not only as a fulfillment of the obligation to carry out their duties and functions as teachers; but as an effort to minimize learning losses that occur during the ongoing learning process. The fulfillment of these needs is carried out through the design of learning in the form of lesson plans, the selection of appropriate learning methods and media as well as good cooperation between schools, teachers, and students. Data were obtained using qualitative methods using a case study approach. Through a case study approach, the data that has been collected is then categorized to find the uniqueness in the data obtained.

**Keywords:** *Education; Learning Loss; Teacher*

### **Introduction**

The focus of writing this article is to answer the formulation of the problem in the research that has been done. Many similar studies have been carried out since the Covid-19 pandemic hit Indonesia with different problems. Several studies have been carried out, of course, with different perspectives and contexts, and social settings. However, the study of learning loss is interesting according to the researcher's opinion because learning is a core process in education. The learning process which is usually carried out face-to-face must then change to online learning, which of course becomes a challenge for the teacher as the perpetrator of the learning process. The teacher's strategy in dealing with learning loss is then interesting to see as an effort to minimize learning loss. The efforts made by the teacher are a

fulfillment of the educational needs of students in the era of distance learning. It is this fulfillment of educational needs carried out by teachers that is the focus of writing this article.

Since Indonesia was attacked by the existence of the Covid-19 virus, many aspects have also been affected, one of which is the world of education. Education, which before Covid-19 was identified with the face-to-face learning process, inevitably had to change to a form of online learning, which then became familiar with the term online. Of course, this has a very significant effect not only on students, and parents but also teachers as the main actors in the learning process. Like it or not, teachers have to rack their brains to think about how to make the online learning process run well and students understand the material presented and what is being studied. However, this sudden change is of course not only surprising but rather forces education actors, including teachers, to adjust and adapt to existing conditions.

One of the phenomena that appears a lot and is widely studied is learning loss. Learning loss itself has several meanings, one of which is a situation where students lose knowledge and skills either in general or specifically, or academic setbacks occur due to certain conditions such as prolonged gaps or process discontinuities (Ministry of Education and Culture, 2022). Through this definition, it is clear that one of the impacts arising from distance learning carried out during Covid-19 is causing major changes that occur quickly, namely learning loss.

Several studies on the phenomenon of learning loss have been carried out during the Covid-19 pandemic because it is something interesting to be able to see and study in depth. Some opinions state that "Learning loss refers to "any specific or general loss of knowledge and skills or to reversals in academic progress, most commonly due to extended gaps or discontinuities in a student's education" (Hidayat, 2021). Another opinion also states that learning loss is the loss of knowledge and skills of students in the academic field due to cut-off access to education. Research that has been conducted states that learning loss in Indonesia occurs due to the low quality of teachers in utilizing technology during the learning process (Hidayat, 2021). Of course, this problem regarding technology is one of the crucial causes considering that when distance learning, technology is important considering technology is one of the important learning media. The learning media which will later become the problem becomes something important and becomes one of the obstacles because not all teachers are technologically literate.

The same thing was also found in research studies conducted by those who found a phenomenon that learning loss occurs due to several factors, one of which is the habit of students depending on learning resources from the teacher. Students during face-to-face learning still think that the teacher is the only source of learning (Hanafiah et al., 2022). Through this assumption, students are used to learning if the teacher asks or gives assignments to complete homework. If the teacher does not give assignments, materials, and homework, the students do not have the awareness to study more actively by searching for resources personally. This is one of the reasons why the material that can be absorbed is less than when learning takes place face-to-face (Hanafiah et al., 2022). Through this research it was also revealed that learning loss occurs because students have difficulty concentrating on learning from home and complain about the severity of assignments from the teacher, besides that increased stress and boredom due to continuous isolation has the potential to cause anxiety and depression for children (Jojor & Sihotang, 2022).

Some of the explanations regarding learning loss that have been explained previously, in fact, have an impact that is then carried over to the current learning process that has been carried out offline or directly in class. This situation requires teachers to do many ways as well as devise a strategy how to restore the situation, enthusiasm, and motivation so that students who have been studying online for the past two years are excited again to carry out the learning process offline. The teacher as the main actor in the learning process has an important role in overcoming the learning loss conditions that occur and must be active and know firsthand the appropriate learning methods based on the problems of students with the various obstacles they face (Hidayat, 2022). Through the reasons that contain these data, this paper will

focus on seeing how the efforts made by the teacher to meet the achievement competency standards must be achieved by students during online learning. If the research and studies that have been carried out discuss more ways to overcome learning loss in general, for example, parents, schools, and policymakers, then this article will focus more on looking at the efforts of teachers as the main actors in the learning process in efforts to overcome learning loss after distance learning. This research is considered important to provide knowledge to not only teachers but the general public about several things that can be done and become a simple alternative solution in overcoming learning loss from the teacher's perspective after learning has been carried out online for the past two years or what is commonly known as distance learning.

### ***Method***

This research uses case studies with a qualitative analysis with a case study approach. The qualitative analysis research approach is a qualitative research approach that does not only want to describe what phenomena occur in a society, but more than that, this approach pays attention to important aspects that distinguish it from a qualitative descriptive approach, which does not stop at how a phenomenon can occur in society, but want to explore more deeply why a phenomenon can occur. The case study approach was chosen for the reason that the phenomenon has chosen, although many have studied it, has its uniqueness according to where the research is carried out. The research was conducted at a State Senior High School in Karanganyar City with the argument that the authors focused on Sociology teachers in SMA. In addition, during the Covid-19 pandemic, the selected schools were still carrying out the learning process online. In this study, the data source was used in the form of primary data obtained through interviews, both structured and unstructured. While the types of data in this study are in the form of interview transcripts, field notes, and photo documentation.

After carrying out the data collection process, the next step is data analysis techniques. Data analysis techniques carried out included the results of observations, in-depth interviews, and relevant literature studies which were categorized and identified according to their respective characteristics. Then, from the several categories that have been made, an analysis is carried out based on the conceptual framework that has been written. This is intended to make it easy for researchers to conclude. Data that has the same pattern and purpose will be grouped into the same group, as well as other data. Furthermore, the research process data is verified, namely to determine the proof of its truth. Data validation to test the correctness of the data that has been obtained is carried out using data triangulation techniques. The data triangulation technique used is the source, method, and time triangulation technique. This source triangulation technique is carried out by examining research data by comparing it with data from other sources. In this case, the data obtained by researchers through in-depth interviews will be compared with data obtained through observations made by researchers. From this process, patterns are then seen to write down accurate data which then becomes the result of the research that has been done. While method triangulation by collecting data not only with one method but choosing another method to obtain data. In this study, researchers did not only use in-depth interviews to collect data but also made non-participatory observations to capture phenomena that might not have been explored during the interview process. When carrying out the data mining process through interviews, the researcher then made observations which were not only carried out at one time, but data mining through observation during the learning process also provided data that was no less interesting for the needs of this study.

## **Results and Discussion**

### **A. Limited Face to face Learning and Offline Learning Policies in Minimizing Learning Loss**

The number of Covid-19 in Indonesia shows a decrease from time to time. This is demonstrated by the implementation of PPKM Level 1 for Java-Bali the Instruction of the Minister of Home Affairs Number 29 of 2022 concerning the Enforcement of Restrictions on Community Activities Level 1 Corona Virus Disease 2019 in the Java and Bali Region which took effect on 6 June 2022. Another interesting thing as well as news What is encouraging, among others, is that the implementation of activities in the essential and non-essential sectors has also implemented a maximum of 100% Work from Office (WFO) for employees who have been vaccinated and are required to use the *PeduliLindungi* application at the entry and exit points of the workplace (Fauzia, 2022). Of course, the emergence of this policy had an impact on other fields, namely the economy, socio-culture, and education. Since the decline in the number of Covid-19 education policies have changed again and demanded educational actors from every level to (re)adjust the learning process from before. The learning process that has become accustomed to online learning has been shaken again by a new policy that requires teachers to adapt the learning process to new demands. Learning that was previously carried out online has changed back to limited face-to-face learning. The PTM policy or face-to-face learning is adjusted to the Instruction of the Minister of Home Affairs Number 14 of 2021. According to current data, as many as 35 percent of schools have implemented limited face-to-face learning (Catherine, 2021).

Face-to-face learning is limited, of course, by taking into account several things that must be fulfilled, one of which is the health protocol. Limited face-to-face learning is planned to reduce the impact of learning loss arising from distance learning. Because according to him, there are still many PJJ implementations in many areas that have not been optimal due to several things such as an inadequate internet network to be able to take part in learning optimally including internet quota. In addition to several things that cause learning loss as already mentioned, the limitations of teachers in using and utilizing information media and technology are also limited because not all teachers are literate with technology (Fauzia, 2022). This situation requires parents and not only teachers to adapt to this face-to-face learning. Some of the changes that have occurred, of which can be done with mentoring and learning control in children, including controlling children's play (Lestari & Susilawati, 2022).

In addition, through the Circular of the Minister of Education, Culture, Research and Technology (Mendikbudristek) Number 3 of 2022, face-to-face learning is limited to educational units following the provisions stipulated in the Joint Decree of the Four Ministers. In addition, this Circular Letter also explains that parents/guardians of students are given the option to allow their children to attend Limited face-to-face learning or Distance Learning (PJJ) (Ministry of Education and Culture of the Republic of Indonesia, n.d.). Through this policy, educational units that are at Level 1 and Level 2 PPKM with PTK vaccination achievements above 80 percent and elderly (elderly) above 60 percent are required to hold 100 percent face-to-face learning every day with learning hours according to the curriculum. Meanwhile, educational units that have vaccination achievements below 80 percent and the elderly below 60 percent are also required to carry out 100 percent PTM every day with a learning duration of at least 6 hours of lessons. This circular is certainly a breath of fresh air not only for parents and students but also teachers. The hope is that face-to-face learning which is planned to slowly restore the learning atmosphere as it should be. Furthermore, face-to-face learning is also encouraged as an effort to restore learning so that students' rights in education can be fulfilled to the fullest extent possible.

### **B. Forms of Learning Loss after Distance Learning**

Forms of learning loss in the learning process are found in several phenomena that arise during research. Some of these phenomena include students' understanding in understanding the material from the teacher who cannot understand perfectly or does not match what the teacher expects. Then the online

learning system which tends to be monotonous results in students being less active and not enthusiastic about participating in distance learning. Many cases show students cannot understand the material properly where students ask for the material that has been explained, ask for assignments, or even don't submit assignments because they don't know, because they don't take part in distance learning. As stated by one of the informants, "Yes, students, if you have explained it, ask again. Yes, because suddenly there is no signal, so it doesn't take part in learning. But besides that, some students have been diligent and active in online learning and are disciplined in collecting assignments.

Apart from being disciplined in collecting assignments, another form of learning loss that is also found in the learning process is that students often answer questions armed with Google. During distance learning, students often come into contact with their gadgets every day because the majority of students use mobile phones to open *Google Classroom*, *WhatsApp*, *Zoom*, and *Google Meet*. When students are given questions in the form of enrichment whose purpose is to evaluate how significant student understanding is, they tend to answer based on search results through the Google Chrome site. So when a virtual meet was held to clarify answers, they could not answer. This is an obstacle for teachers to determine whether students have achieved competency achievement indicators or vice versa. When the learning process was returned to the classroom, the children felt confused in answering the questions given by the teacher because they were used to asking Google when learning was carried out at their respective homes.

Lack of honesty and discipline is also increasingly difficult to implement during distance learning. The teacher admits that many students choose to fill out proof of attendance but do not take part in online class learning. Even more difficult if there are teachers who are reluctant to use learning platforms such as Google Classroom because many teachers prefer to use WhatsApp in every lesson. Such a learning process is mostly given only in the form of assignments compared to the learning material as a whole. Students then get used to doing assignments sent by the teacher without any meaningful learning process. The teacher even said that often the assignments given by the teacher were not done by the students themselves, but were done by other people, for example, relatives or looking for answers from Google and then copying and pasting them. Learning that occurs in the end, is only in the form of giving assignments alone without any meaningful understanding of the material in students.

The learning loss that was also found was related to the level of student discipline which according to the teacher was also difficult to control. This becomes difficult because it relates to students' gadget ownership, which sometimes alternates with their parents. Teachers admit that they find it difficult to discipline students regarding learning time because children's abilities in terms of gadgets and signals are different. This is as stated by one informant, not all students have cell phones. Sometimes they often take turns with their younger siblings who are at the same school or their parents' gadgets.

Some teachers think that decreased motivation in distance learning has also contributed to the student learning process so far. Many students feel bored studying at home, so this also affects their motivation to study remotely or online. For students who are used to meeting their friends every day, learning with direct interaction and then having to change it to online learning is one of the reasons some of the students feel bored. Moreover, students lose the feeling of learning because some of the teachers still use the WhatsApp platform during the learning process. Students hope that their learning will continue to be carried out in the most interesting way possible, but this is in contrast to the abilities of some teachers and human resources who are not all capable. Of course, this is a shared responsibility not only for the teacher considering the success of an education in it also requires several aspects to work together.

In addition to the decreased learning motivation in students, another reason that is no less important is the learning culture that is built in society and students in general regarding the concept of

"school". Learning, which has so far been synonymous with wearing a uniform, wearing a bag, and going to school in the morning until noon or evening is unusual and has a significant effect on students to learn consciously and voluntarily. The remains of online learning that have been carried out at home, have not had a significant effect on the achievement of learning material even though it has been simplified. As a result, when the learning process is returned to normal conditions in the classroom, students feel shocked and cultural shock occurs within students. Reluctant to study with the excuse of going to the toilet and returning to class when class hours are about to end, not being able to analyze learning material, not participating in learning voluntarily and just fulfilling attendance, are some of the problems that are the task of teachers and schools in solving them. Inheritance from yesterday's pandemic era became a challenge for teachers to be extra in dealing with the diversity of the current generation of children.

Some of the informants' statements that have been explained emphasize that there is learning loss that occurs as a consequence of distance learning that has been implemented. This learning loss is a challenge for schools and teachers to solve in the learning process for the achievement of predetermined learning indicators. As a teacher who is professional and has good pedagogical competence, of course, this learning loss is an indication of the learning process has not run optimally. As the material for future evaluation and improvement of learning, teachers with their competencies are required to provide maximum learning to students.

### **C. Fulfilling Students' Educational Needs through Face-to-Face Learning After Distance Learning**

According to the functional structural perspective, society is likened to a social system consisting of elements in it that are interrelated, and influence each other, and all these elements unite to form a harmony. Talcott Parsons, who is known as a structural functionalist figure, states that four functional imperatives are required or characterize a system which is then known as the AGIL scheme. AGIL itself consists of adaptation or adjustment, goal attainment or achievement of goals, integration/integration, and latency which means pattern maintenance. The following is an explanation of AGIL's perspective according to Parsons:

- a. Adaptation, a system must overcome urgent situational external needs. The system must adapt to its environment and adapt the environment to its needs.
  - b. Achievement of goals, a system must define and achieve its main goals
  - c. Integration, a system must regulate the interrelationships of the parts of its components. The system must also manage the relationships among the other three functional imperatives, namely adaptation, goal attainment, and latency.
  - d. Latency, a system must provide, maintain and renew both the motivation of the individuals and the cultural patterns that create and sustain that motivation.
- (Ritzer, 2012)

For a society to survive, the system must carry out its four functions. A system will experience change when in a system there are new things that enter and force individuals in it to adapt, including the education system (A'yun, 2022). The statement has the meaning that these functions must be fulfilled in a system for the running of a system. As in a learning process that consists of several elements that are intertwined to create a maximum learning process. Good learning that can be realized by achieving learning indicators is nothing but the result of the relationship between the elements in it that work well with each other. These elements include teachers, students, curriculum, learning methods, learning media, and learning materials. Conversely, if one or several of the elements do not carry out their functions by their duties and functions, then of course this will not have an optimal impact on the results of the learning process being carried out.

## Adaptation

As written in Ritzer's book a system must be able to meet the needs that come from outside. The system must adapt to the environment and adapt the environment to its needs (Ritzer, 2012). This explanation is in line with social practices that have occurred in the educational sphere since the Covid-19 pandemic existed in Indonesia. Covid-19 forces people to adjust to a life that was previously running harmoniously. Not only in economic, social, and cultural activities but education is also affected. Significant changes occur when learning that was previously carried out face-to-face is inevitably forced by circumstances to change to a learning process that takes place online or commonly known as a distance learning system. If previously the teacher carried out the learning process starting from preparation, implementation, and evaluation for face-to-face learning activities, in the pandemic era the teacher must adjust preparations to evaluation for online learning activities. Teachers who are accustomed to making learning implementation plans such as methods, media, and materials for face-to-face learning, must switch to changing methods, media, and materials to adapt them to the distance learning process. For example, teachers who originally used the group discussion method face-to-face had to consider many things, one of which was the achievement of learning material indicators (Lindawati & Rahman, 2020).

In addition to some of the things that have been explained previously, teachers must also adapt to the abilities of each student related to gadget ownership. Not all students' parents have gadgets that support both the quantity and quality of the gadgets themselves. As a result, sometimes the teacher cannot immediately conclude that student non-participation is due to certain things. This is also an obstacle for teachers to get effective value from students. As previously explained, it is not uncommon for students to learn by sharing gadgets with their siblings. The adaptation process carried out by the teacher then produces an adjustment that affective value cannot be drawn from how timely a student follows the learning process. The teacher explains that be averaged and equated with conditions such as learning that is carried out offline (Fauziah & Chodijah, 2020). Simpler adjustments, giving material more clearly, and adjusting the form of adjusting the learning process by the teacher. This is done to achieve student understanding and achievement of student indicators in each learning material.

The form of adaptation that occurs in the online learning process as mentioned in the previous paragraph, then raises differences in adjustments to learning conditions when in class or post-pandemic real learning. Habits in children that are awakened during online learning are a particular difficulty for teachers to restore their learning motivation. Students who are accustomed to learning in a relaxed manner at home in their daily life must do study assignments that are not carried out independently, to the extent that dependence on using gadgets is also a challenge for a teacher at this time. In the end, the teacher in carrying out the learning process must try hard to foster their passion for learning in several ways. One way to do this is to take advantage of the existence of technology in the form of gadgets as learning media. One of the uses of YouTube media is used as one of the media in the learning process.

Another adaptation made by teachers in overcoming the legacy of learning loss during the pandemic is building relationships or relationships with student guardians or parents. This is of course important to do to build collaborations that are useful for monitoring the progress of children's education, the problems faced, and the motivation that can be given to children (Diana, 2020). It is hoped that schools and parents will not walk alone in carrying out the education process, but work together in a partnership (Hatimah, 2016).

## Goal

The goal is the second requirement after adaptation which was stated by Talcott Parsons to achieve a harmonious life in a social system. Talcott Parsons said that a system must define and must achieve its main goal (Ritzer, 2012). Various forms of adaptation carried out by the teacher to continue the learning process aim to provide an understanding of the material to students and minimize missing items

in the acceptance of material by students. The teacher tries his best to carry out several strategies so that learning takes place well, although it does not guarantee that the results will be optimal. Starting from school policy stakeholders, teachers, and parents agree that learning must continue regardless of the conditions. The achievement of this goal then becomes the basis for several practices carried out by the teacher. Adjustments to methods, media, materials, and learning assessments are made solely so that students can still study well under different conditions.

### **Interactions**

Interaction according to Talcott Parsons is nothing but a key to creating life in a society. A system must regulate the relationship between the parts that are components of it, including the relationship between the three imperative functions adaptation, goal, and latency (Maunah, 2016). In the learning process, of course, the responsibility related to success cannot be borne by the teacher alone. The success of a learning process is a harmonious relationship between teachers, students, parents, community, and school. All agents that influence the success of a learning process must be aware that each has a function and role in supporting learning success. Teachers, schools, and parents must play a role in the learning process, especially when learning distance. Why is that, because during distance learning, children meet more with their parents and spend more time at home. Distance learning requires seriousness from parents when children study at home. The synergy that is built if parents care and play a role in the child's learning process, teachers will find it easier to carry out communication to children's development in the learning process. The result is of course expected that students will achieve the learning objectives that have been determined to the maximum.

### **Latency**

Latency has the understanding that a system must complement, maintain, and renew individual motivation and cultural patterns that create and maintain that motivation (Ritzer, 2012). The pandemic has changed many things related to the learning process over the last 2 years, forming new patterns in the learning process, namely distance learning. A new thing that at first becomes a compulsion then turns into a new pattern that wakes up and becomes a new habit. The application of methods, media, and provision of material is currently adapted to distance learning to form a new system, namely the online learning system.

### **Conclusion**

Based on the explanation that has been written, the conclusion is that a system contains interrelated elements. These elements influence one another. When a shock occurs, each of the elements will make an effort to survive despite the challenges and turmoil that exist. Educational practice, for example, since the Covid-19 pandemic has inevitably forced educational actors in schools such as teachers to adapt to all conditions in the field. One of the significant changes related to the learning process includes changes in the learning process that is usually carried out face-to-face to change to learning that is carried out online. These changes are not something easy, considering the interaction that exists between teachers and students who are accustomed to using face-to-face interactions and then are forced to change according to the changes. Adjustment of learning design in the form of methods, media, and learning materials is one form of the teacher's efforts to maximize the learning process to minimize learning loss that occurs in students. This process is an adaptation process to achieve complete educational goals and maintain patterns to continue the learning process. Further adjustments then resulted in offline learning policies and limited face-to-face learning. Achieving the same vision and mission in the form of learning objectives participates in supporting the distance learning process supported by the synergy of teachers, schools, and parents.



Through this research, it is hoped that it will make a useful contribution to teachers in the form of knowledge related to several things that can be improved in the learning process if learning is carried out online. However, as time progresses and the number of Covid-19 cases decreases, face-to-face learning has begun to be implemented in several schools. Of course, through this policy, it is hoped that it will meet the educational needs of students properly and optimally. This is a limitation in this study, namely looking in depth at how face-to-face learning practices are carried out after previous learning was carried out remotely.

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