

PART 1

INTRODUCTION

A. Research Background

Indonesia is one of the countries affected by the COVID-19 pandemic. Corona disease or commonly known as COVID-19 is an infectious disease that attacks the acute respiratory system. So that, it has an impact on the community and students who cannot meet in person in public places or at schools or campuses. The pandemic has forced schools to close so face to face schools are suspended. This makes changes to the learning process in general. During this pandemic, the government imposed online schools or lectures and had implemented WFH (Work From Home) in several agencies. With this implementation, the government hopes to reduce or break the chain of the spread of Covid-19.

With the closure of the school, the students experienced obstacles, namely not achieving or lack of ability in the learning process (learning loss). Learning loss is the loss of students' knowledge and abilities, either specifically or in general, which is influenced by various factors. This term is often interpreted as an academic setback related to a prolonged gap or an educational process that is not going well. Learning Loss many changes occur in normal learning such as at school or in the classroom. With the pandemic, schools began to be carried out online by the government. Learning loss has an impact on students because of the lack of ability or understanding of students.

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).

Education is the learning of knowledge, skills, and habits of a group of people that are passed down from one generation to the next through teaching, training, or research. Education is a complete process in a series of processes carried out in full in schools and in the classroom in general. With the pandemic, the learning process is carried out with these learning restrictions. Thus, it can be assumed that there is a loss of learning objectives (learning loss) both in the learning process or coaching from teachers, especially those covered in learning objectives in general. And with the pandemic, all series of learning processes are limited.

At the time this research was submitted, learning in schools had mostly returned to normal, as before the pandemic. However, if the lost learning really happened during a pandemic, normal learning like before the pandemic could not 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 adjustments or modifications (Hanushek, & Woessmann, 2020). Furthermore, that the opening of schools without any adjustments, to catch up with learning gaps will only overcome these lags. 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. al., 2021; Engzell et al., 2021; and Khan & Ahmed, 2021).)

Learning objectives or instructional objectives are the behavior of learning outcomes that are expected to occur, be owned, or controlled by students after participating in certain learning activities. Learning objectives are the direction to be directed from a series of activities carried out in the learning process. Learning objectives are the teacher's responsibility that must be chosen and determined carefully to create a meaningful learning process (Isman, 2011: 136). In achieving learning objectives, students are expected to be able to achieve learning objectives consisting of Instructional, Spiritual, Emotional, Operational.

The purpose of this study was to investigate the skills, knowledge and attitudes of students in the learning process at school during the pandemic. Based on the perspective of school leaders, teachers and students that this research is part of the school's educational goals that may be missed, not implemented or not achieved. This research is important to be carried out as a basis for improving and enhancing English language learning in schools. Based on the description above, researcher are interested in conducting this research in the hope of knowing whether there is true learning loss in certain students and can be a reference for other researcher.

The result of this study will be important data to identify and find out whether is it true that learning loss occure in certain students. The results of this study are expected to be a solusion for school in teaching students' learning lagging, by knowing what aspects of learning loss occur. On this basis, the researcher considers this research to have a strong urgency to be carried out immendiatly.

B. Research Problem

Based on the background of this research, the research problem to formulated as follow:

In what extent learning loss occurs in school as the impact of school closure?

C. Research Purpose

The specific objectives are as follow :

To map the learning aspect in which learning loss occurs in school during pandemic.

D. Scope of Research

1. Variable

Research variables are everything that will be the object of research observation. Sugiyono (2018:63) states that "research variables are attributes or properties or values of people, objects or activities that have certain variations that are determined by researcher to be studied and then drawn conclusions". this research consists of that, and that is also the focus of this research (Oyebanji, 2017) In this study there is only one variable. The single variable in this study focuses on "what's missing during school closures during a pandemic" to find out how the achievement of learning English during the pandemic is from the perspective of school leaders, teachers and students.

2. Terminology

The researcher emphasized several terms to describe clearly and not cause misinterpretation in this study. The following are the terms contained in the research title, namely:

a. School Closure

Face to face Learning although limited, is considered to be the best solution for learning recovery, especially for students who experience difficulties with the online learning system and also for students who do not yet have independent learning. However, in the midst of the current increasing number of Covid-19 cases, including due to the Omicron variant virus, school closures are unavoidable.

b. Learning Loss

Education is carried out simultaneously by online in order to avoid Face to face Learning. In reality, the dependence of the Indonesian people on education in schools has an impact on students' learning abilities so that Learning Loss can occur. From this Learning Loss problem, it is feared that students will experience learning difficulties after the completion of the Covid-19 pandemic.

E. Location of the Research

The location of this research will be carried out in Kayong Utara district, precisely at SMAN 1 Simpang Hilir and SMPN 1 Simpang Hilir

F. Research Significance

1. Theoretical Significance

Research conducted by researcher is expected to be able to become research material and reference in scientific development in the field of education, especially for students who experience learning loss.

2. Practically Significant

a. For Teacher

For English teachers, I hope this research is useful for teaching English, especially for educational purposes. Teachers can increase knowledge and learn how to make students interested in learning English, so teachers must be creative to get better results and have good motivation to learn it in teaching.

b. For Students

With the title of this research helping students to improve students' skills and interests during pandemic schools.

c. For Other Researchers

This research will expand the knowledge of researcher and enrich their experience in an effort to find out the problems faced by students and

teachers during pandemic schools. This research can also in turn be a reference and framework for other researcher.

G. Research Metodologi

1. Research Design

The research method is the steps and ways of finding, formulating, extracting data, analyzing, discussing, and concluding problems in research. To achieve the research objective, namely, to find out how learning skills during the pandemic from the perspective of school leaders, teachers and students, researcher used qualitative descriptive research. Descriptive research is a form of survey that aims to collect opinions or attitudes from a particular population (Creswell 2012). Qualitative descriptive research aims to describe existing phenomena, both natural and human engineering, which pay more attention to the characteristics, quality, and interrelationships between activities (Sukmadinata, 2011: 73). By using a qualitative descriptive approach, the researcher wanted to find out how learning skills were during the pandemic from the perspective of school leaders, teachers and students.

The research method used a descriptive method. Ajat Rukajat (2018,1) suggests that descriptive research is research that seeks to describe phenomena that are real, actual, realistic at this time. Descriptive research is a type of research that describes the actual state of the object under study, based on the actual situation during the study. Descriptive method is a method of examining the status of a human group, an object, a set of conditions, a system of thought, or a group of events in the present (Moh. Nazir, 2012: 54). By using this type of research, the researcher wants to describe descriptively the phenomena that occur in school closure during Pandemic.

2. Subject of Study

In this study, there are two subjects of study, namely SMAN 1 Simpang Hilir and SMPN Simpang Hilir. The reason I chose this school was because

it was affected by the learning process during the pandemic, and had a limited learning process. In the school, 4 teachers and 4 students in one school. In class VIII, IX, XI, and XII used selected by purposive selection.

Selected Based on 4 Criteria:

1. active teaching during the pandemic
2. Representatives from the social sciences group include BK or PPKN teachers, extras include physics or biology teachers, language teachers (Indonesian / English)
3. School leaders or representatives.
4. Students of class VIII, IX, XI and XII each represent 2 people.

To collect data in this study, researcher used collect data through 2 schools selected by purposive selection.

The form of this research is used purposive selection, with 4 respondents in one school, so a total of 8 respondents in 2 schools. The selected conditions with 4 criteria as follows:

1. principal / deputy principal
2. Language Teacher (English/Indonesian)
3. Teachers (BK / Religion / PPKN)
4. students of class VIII, IX, XI and XII.

H. Technique of Data Collection

To collect data in this study, researcher used direct communication techniques. Direct communication technique is by collecting data which requires a researcher to establish direct contact verbally or face to face with the resource person. Researcher used interview guidelines. Data collection techniques are the most strategic step in research, because the main purpose of research is to obtain data. (Sugiyono, 2017: 62).

Researcher collected data through semi-structured interviews, The reason for using interviews was because researcher wanted to know more information from School Leaders, Teachers and Students which Fontana and Fey (quoted in Creswell, 2015: 100) stated that "one of the most powerful

ways to try to understand man." The semi-structured interview aims to obtain in-depth information from the respondents about the research.

I. Tool of Data Collection

Interview Guide

Researcher used interview guidelines to facilitate the collection of research data. Before conducting interviews, researcher prepared an interview tool called an interview guide (Sukmadinata, 2013: 216-217). The interview guide serves to make the interview more focused so that the interview can run smoothly. Semi-structured interviews are interviews that take place referring to a series of interview guidelines. Interviews are needed by researcher to clarify information. An interview is a meeting of two people to exchange information and ideas through questions and responses (Moleong, 2007: 186). In this study, researcher used interview teachers (English) in schools. The questions that participants need to answer are aimed at knowing how English learning skills are during the pandemic. This interview was conducted using a direct interview technique, that's where the interview takes place, the interviewer continues to control the course of the interview, using a pre-designed interview list. In addition to preparing interview guidelines, the researcher also prepared sensory devices such as: a recording device, blank sheets, and pens, which were used in the interviews. In this interview, the researcher will have a collaborator. Collaborators in this research are School Leaders, Teachers, and Students. In qualitative descriptive research, collaborators are certain people who help researcher collect data (Astuti, N.Y., 2016: 26). School Leaders, Teachers, and Students as collaborators assist researcher in obtaining qualitative data (interviews). Collaborators are certain people who help researcher to get data (interviews). Because the data is difficult to collect by the researcher themse.

J. Technique of Data Analysis

Data from interviews that have been collected by researcher were analyzed using thematic analysis techniques. Data analysis is the process of

systematically searching and compiling data obtained from interviews, field notes, and documentation by organizing data into categories, describing into units, synthesizing, compiling into patterns, choosing which ones are important and which ones. learned, and draw conclusions so that they are easily understood by oneself and others (Sugiyono, 2018:332).

In this study, the data analysis technique used is thematic analysis. Thematic analysis is one way of analyzing data to identify patterns or find themes through data collected by researcher (Braun & Clarke, 2006). In this study, data analysis was carried out after the data had been collected and organized properly. Researcher conducted a thematic analysis of the data obtained. Thematic analysis involves six stages: reading the collected data, coding, searching for themes among the codes, reviewing the themes, analyzing the themes, and summarizing the findings (Braun & Clarke, 2006).

Data analysis used thematic analysis. Data from field notes will be analyzed using thematic analysis. Thematic analysis is the process of identifying patterns or themes in qualitative data (Maguire and Delahunt, 2017). The purpose of thematic analysis is to identify themes, patterns in the data that are important or interesting, and use those themes to answer research or say something about a problem. Thematic analysis will be carried out to analyze field notes and worksheets.

According to Braun and Clarke (2013), there are six phases of the framework for conducting thematic analysis as follows:

1. Become familiar with the data

The first step is to know the data. It is important to get a thorough overview of all the data that has been collected before starting to analyze each item. This involves transcribing videos, reading text and taking initial notes, and generally looking through the data to get used to.

At this stage the researcher looks for a comprehensive picture of all the data that has been obtained, the researcher sees the video of the results obtained, reads the results of the LKS obtained and makes the initial notes needed to proceed to the next stage.

2. Generate initial codes

Next, encode the data. Encoding means highlighting a part of our text usually a phrase or sentence - and coming up with a label or abbreviated "code" to describe the content. At this stage the researcher made a code from the results of the study which was used to describe the data obtained.

3. Search for themes

Next, examine the generated code, identify patterns between them, and start creating themes from the coded data. At this stage the researcher examines each code that has been generated and identifies each code and creates a theme from the coded data.

4. Review themes

Now make sure that our theme is useful and is an accurate representation of the data. Here, the researcher returns to the data set and compares the themes. If the researcher finds a problem with the theme, the researcher shares it, combines it, discards it, or creates a new one, whatever makes it more useful and accurate. At this stage the researcher ensures that the required themes are obtained from accurate data, the researcher divides, combines and creates new themes that make the theme more useful and accurate.

5. Define themes

Now that you have the final list of themes, it is time to name and define each one. Defining themes involves formulating exactly what each theme means and figuring out how it helps make sense of the data.

At this stage the researcher gave a name for each theme and defined each theme. The themes obtained are formulated appropriately by giving the right meaning so that they can understand the theme correctly.

6. Writing up

Finally, the researcher wrote an analysis of the data obtained and explained how the researcher conducted the thematic analysis. At this stage

the researcher wrote an analysis of the data that had been obtained and explained the thematic analysis process.

Interview analysis

- 1) Researcher collect interview data from School Leaders, Teachers and Students.
- 2) After collecting the data, the researcher conducted a transcript of the interview by paying attention to the ideas or information provided by the informants according to the research topic.
- 3) The interview data transcript was conducted by selecting the information provided according to the interview theme.
- 4) After the transcript was completed, the researcher interpreted the data using a table containing themes, transcripts, and encoding. In the table, the researcher entered the results of the transcripts one by one according to the theme so that it was orderly, clear, and the data processing was smooth. Furthermore, the researcher concluded the results of the first interview data transcript. After that, the researcher linked the transcript of the data obtained with the existing theory, and the code was given to facilitate the introduction of the theme.
- 5) After everything is complete, the results of the thematic analysis of the interview transcripts are included in the appendix and presented in chapter 4.

K. Research Procedure

1. Planning

In this research, it is arranged to make a research plan. The researcher made an instrument to be used as a data collection tool. Researchers used one instrument, namely interviews.

2. Data collection

In collecting data, the researcher interviewed School Leaders, English Teacher and Students to compare the data with each other to get more

information. After that, the researcher analyzed the results of the interviews. Finally, the researcher compiled a research report based on the results obtained.

3. Data processing

After the data is obtained from the data source, the researcher proceeds to the data processing stage

4. Data reporting

In reporting the data, the researcher describes the data that has been analyzed and concludes in the form of a more detailed explanation.

L. Research Plan

Table 1.1
Research Plan Table

No	Activity	Years 2022								
		Feb	Mar	Apr	May	Jun	Jul	Ags	Sep	Okt
1.	Submission of Title and Outline									
2.	Advisory Lecturer Submission									
3.	Drafting Design									
4.	Design Consulting									
5.	Design Seminar									
6.	Design Improvements									
7.	Research									

