CHAPTER I
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

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 pandemic that had an impact on education caused schools to close and become face-to-face schools, and the impact of this made changes to the learning and teaching process for students and teachers, which used to be before the pandemic the face-to-face teaching and learning process and students and teachers came to school and with their In the pandemic, students and teachers only carry out the learning process and teach at home because they avoid the spread of covid 19

Learning Loss (Learning during a pandemic) there are many changes that occur from normal learning, with the pandemic everything is done online and

done at home students are only asked to do their work at home differently With social standing (restrictions on social interaction) also has an impact on education World. The government made a decision to cancel or move the learning process from school to home. This learning transition forces various parties to follow the path that can be taken so that learning can take place by utilizing technology as an online learning medium. The use of this technology also actually has several problems such as low mastery of technology, limited facilities and infrastructure, internet network, costs, and decreased motivation of teachers and students because they are bored using the technology (Komalasari dkk, 2020; Fitria dan Suminah, 2020; Hamzah dkk, 2020; Rohma dkk, 2020).

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.

During the COVID-19 pandemic, there are many ways that schools do to keep learning going, such as implementing online learning and offline learning. Although sometimes the learning objectives to be conveyed have not been achieved properly, it is hoped that from the process it is hoped that students will be able to accept learning both online learning and offline learning. Including the efforts made by schools to educate their students didiknya (Zulaiha dkk, 2020; Soleh dkk, 2019; Septiani danCahyono, 2019; Nugraha, 2019; Listiningrum dkk, 2020)

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. These conditions make learning during the pandemic not well planned.

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 (leanring 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 investigate student skills, learning objectives in schools during the pandemic from the perspective of school leaders, teachers and students. That this research is part of the goals of school education that may be lost or not implemented or not achieved. Effective learning activities and must enable students to develop their abilities in three aspects, namely cognitive, affective and psychomotor. The best learning process includes distance learning during a pandemic. Teachers can play a key role in the learning process. The key role is to use learning methods that are directly implemented to students in order to create active, interesting learning for students. Currently teaching and learning at the school level is thematic

which refers to the 2013 curriculum. Thus, carrying out a learning model that leads students to be active, and can develop the cognitive, affective and psychomotor domains in students even during a pandemic. Problems in learning bold (learning loss) make students tend to get bored in the learning process and do the assignments from the teacher. Therefore, efforts are needed so that learning takes place in an interesting and interesting way when learning is brave in the presence of a pandemic.

This research is important to be carried out as a basis for improving and improving In an effort to improve the quality of education, it is necessary to make efforts to improve the quality of education know the description of the teacher's performance in order to find steps in improving teacher performance to find out an objective picture of teacher performance in quality improvement Education teaching and learning process of English in schools.

Based on the description above, the researcher is interested in conducting a research entitled "School Closure During Pandemic; What has been Missing?"

B. Research Question

Based on the above background, research can formulate the focus of the problem in this thesis is School Closure During Pandemic; What has been Missing? In order not to be too board , the sub-Focuse in this thesis are as follow :

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

C. Research Purpose

Based on the problem formulation above, the general objective of this thesis is to find out School Closure During Pandemic; What has been Missing? The specific objectives are as follow :

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

D. Scope of Research

Some of the problems that arise above the authors overcome these problems in "School Closure During Pandemic; What has been Missing?" To find out how the achievement of learning English during the pandemic from the perspective of school leaders, teachers and students.

1. Variable

The variable is the object of research, or what is the focus of the research. A variable is an image, thought, concept that can be measured with a certain scale whose value can change. According to Sugiyono (2018), the variable is: "An attribute or nature or value of a person, object or activity that has a certain variation determined by the researcher to be studied and fthen drawn conclusions". Based on the opinion above, it can be concluded that the variable is a symptom that varies which becomes the target point or observation in a study and then a conclusion is drawn. In this study, researcher used a single dependent variable, learning loss during a pandemic from the perspective of teacher and student school leadership.

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

Closing schools for students can result in difficulties for students to interact with teachers, therefore students must study at home with the term online, especially with the new type of covid, namely Omicron so that school closures continue.

b. Learning Loss

Learning loss is the loss of knowledge and abilities of students, either specifically or in general, which is influenced by several factors. This term is often interpreted as an academic setback related to a prolonged gap or an educational process that is not going well in the guidelines for implementing learning during the Pandemic, learning loss

in Call it a form of decreasing learning achievement during a teaching and learning pandemic carried out at home or online causing student learning outcomes to decline. This causes learning loss.

E. Significance of the Research

The present research wouldbenefit in the following aspects:

1. Theoretical Benefits

This research is expected to be useful for increasing knowledge and as a reference for improving school education goals that may be lost, not implemented or not achieved.

2. Practical Benefit

   a. English 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. The Students'

   With the title of this research helping students to improve their skills and interests , during the school pandemic .

   c. The other researchers

   This research used broaden 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 researchers.