

CHAPTER II
LITERATURE REVIEW
SCHOOL CLOSURE DURING PANDEMIC; WHAT HAS BEEN
MISSING?

A. Learning During a Pandemic

In response to the closure of schools during the pandemic, a number of researcher have conducted studies aimed at investigating teaching and learning practices during this period. There are a number of objectives from these studies, such as looking at the extent to which school closures have disrupted teaching and learning practices in schools (United Nation, 2020), to find out whether teaching and learning practices have been carried out with sufficient intensity, including in the context of schools in the regions. left behind (Brooks, et al. 2020; Viner, et al. 2020; Snape and Viner, 2020; Vlachos, Hertegard, and Svaleryd, 2021), parents and students struggle 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 a number of these studies, learning practices during the pandemic are illustrated both globally and in Indonesia. Based on these studies, a number of problems were identified, both in cognitive and non-cognitive aspects. In the cognitive aspect, a number of problems were found, such as a decrease in student mastery levels in a number of subjects (Chetty, Friedman, Hendren, and Stepner, 2020) and an increase in the variance of student 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.

Online learning certainly poses a challenge to teachers, because this learning model requires teacher creativity and skills in using technology (Mansyur, 2020). In addition, the effectiveness of the implementation of learning is also supported by the ability of students to access applications and the role of parents is very supportive of the continuity of the learning process. This is a dilemma felt by parents, because in Indonesia many families are less familiar with learning at home (Aji, 2020). Even though online learning requires parents to take the time to accompany their children in learning while not all parents understand technology (Fauziyah, 2020).

B. Potential for Learning Loss

Not optimal learning in schools within a certain period of time has the potential to cause students to fall behind in learning. This learning lag is often also referred to as 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 a 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).

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).

In addition, Zacarias, et al (2021) reported that school closures cause learning loss in the form of reduced feelings of social attachment, and reduced willingness and ability of students to cooperate with other students. Furthermore, school closures result in an increase in criminal activity and the potential for violation of rules by students (Lochner 2011; Oreopoulos and Salvanes 2011).

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Distance learning is inseparable from the gaps that make this learning system less effective. One thing that is feared is that if distance learning takes place over a long period of time, it will have an impact on learning loss. The Education and Development Forum (2020) defines learning loss as a situation where students lose knowledge and skills, either in general or in particular, or there is an academic setback due to certain conditions such as a prolonged or unsustainable educational process. Learning loss that is feared to occur is the limited interaction between educators and students, limited interaction between students and others, learning time problems, lack of concentration and focus of attention, and lack of absorption of the learning material provided.

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.

Pontesnsial learning loss does not only occur in cognitive and non-cognitive but also:

1. Decreased Level of Desire to Learn

By not going to school, most students feel like they don't have a strong enough reason and motivation to learn. When teachers usually pay attention to them directly in class, their level of desire to learn is relatively more awake. But when there is no teacher, usually this learning awareness decreases. Leave your parents at home to fight morehard to keep them

motivated to learn while making sure they are in a safe and healthy condition.

2. Increasing inequality

Learning 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. It is undeniable, many students who lack facilities and lack of family support, remain enthusiastic in learning, but of course this is an anomaly situation. The ineffectiveness of formative tests, the elimination of various evaluations, is enough to make students and teachers lose reference on how far learning is successful.

3. Possible Drop Out

Uncertainty about when school used return to normal has resulted in boredom which has prompted some students to want to quit school. The reasons for the lack of facilities, confusion in dealing with assignments/homework that are considered continuous and burdensome, as well as boredom pave the way for students who live in the midst of limitations to choose to work so that they can lighten the burden on their families and support themselves. Of course, we must face this with great empathy, especially those who are already in the final grade/level of education. Their time and energy used be wasted.

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

1. Cognitive

a. 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.

b. 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.

2. Noncognitive

a. 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.

C. Loss of learning and declining quality 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.

Learning loss has an impact on decreasing achievement learning because of the lack of quality and facilities for students in carrying out online learning (April, 2021). The curriculum applied in schools has practical competence more than the theory obtained, However, with the government's policy on online learning then learning competencies are carried out by online.

The Education and Development Forum (2020) means that Learning Loss is a situation where students lose their knowledge and skillseither general or specific or academic decline, which occurs because prolonged gap or discontinuity of the process education. This is largely due to the disruption of the process formal education. Within this year, 75% of schools worldwide, had not even re-opening face-to-face learning. Data from various studies, there are three main problems as a result of schools not do face-to-face: (1) decrease in the level of desire to learn, (2) increase in gaps, and (3) the probability of dropping out (Donnelly & Patrinos, 2021; Engzell et al., 2021).

The potential for learning loss in terms of knowledge, according to Notoatmodjo in Yuliana (2017), knowledge is the result of human sensing, or the result of someone knowing about objects through their senses (eyes, nose, ears, and so on). So knowledge is various kinds of things that are obtained by a person through his five senses. thereby decreasing student knowledge as a result of the pandemic. The potential for learning loss in terms of skills. Skill is the ability to operate work easily and carefully (Sri Widiastuti, 2010: 49). Meanwhile, according to Hari Amirullah (2003: 17) the term skilled is also defined as an act or task, and as an indicator of a level of proficiency, thus during a pandemic, students experience a decrease in their skill level, for example when practicing speaking, discussing, etc. The potential for learning loss in terms of attitude, according to Kotler (2007 p.65), Attitude is the evaluation, feeling, and tendency of someone who consistently likes or dislikes an object, during this pandemic the student's attitude becomes one of the assessments of how they play an active role in learning. learning period during a pandemic.

D. Previous Study

In 2020, AgusPurwanto, with the title: "Explorative Study of the Covid-19 pandemic on the Online Learning Process" at school is the reference used by the author". The results of the study found that to find out how big the impact caused by the covid-19 pandemic is experienced by students, teachers or parents in carry out online learning activities. Learning that usually done face to face is now replaced with learning that utilizes existing technology. The similarity of this research lies in the impact experienced by the students, teachers and parents in carrying out learning Online.

Learning loss during the pandemic is very influential for teachers and students, there are many obstacles or factors that encourage school closures or studying at home during the pandemic to the occurrence of learning loss, learning loss does not only happen to students but to teachers as well. Examples of learning losses that occur to students from the results of our

interview are changes in student attitudes, lack of interest in learning these students. The findings of this study are in line with other studies, namely (Brooks, et al. 2020; viner. et al. 2020 snape and viner 2020; Vlachos, Hhertgard and Svaleryd, 2021)"Researchers who aim to find out teaching and learning practices during the pandemic, the purpose of the research This looks at the extent of school closures during the pandemic, seeing the extent to which school closures have disrupted teaching and learning practices during the pandemic."