CHAPTER I
INTRODUCTION

A. Background Of Study

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 occurrence of a pandemic greatly affects the welfare of the community, the pandemic has an impact, especially on education. According to Herman H. Horne (1932) Education is a complex process of adaptation for beings who have developed physically and mentally who are free and conscious. This development is manifested in the intellectual, emotional, and motivational forms of humans. With the pandemic, the government has taken a policy to limit the movement of people with terms. physical distancing, and directly affect the learning system in schools. These conditions make learning during the pandemic not well planned. In this regard, a number of studies have shown that students in grades X–XII are the most affected group (Hanushek & Woessmann, 2020). Such a significant change requires careful preparation, and requires careful planning, as well as adequate execution. But in reality, the unpreparedness of schools and students in adapting makes learning not optimal (Coal & Batubara, 2020; Firman et al., 2021; Puspitorini, 2020).

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).

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.

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) would only exacerbate the lag. If not corrected, this learning loss would 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 would 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 determine student learning losses during the pandemic period at school, and to determine the characteristics, interests and knowledge of students in learning and to determine student learning losses during the pandemic, based on the perspectives of principals, teachers and students. And also to reduce the learning gap that has been lost (learning loss), even further, this modification was carried out to restore student achievement that may have been forgotten due to restrictions on school entry during the pandemic (Oreopoulos and Salvanes, 2011 and Kuhfeld et al., 2020). In this study, recommendations and input from schools would be at the heart of knowing learning loss.

Research investigates parts of the educational goals in schools that may be missing, or not being realized or not being achieved. For example, in the school being studied there is learning loss data, it would be easier for further research to find solutions to improve learning loss in these schools, especially inland schools. So that further researchers can find solutions to achieve backwardness during the pandemic period, especially for schools in the interior.

This research is important to do to find out the learning loss of students and to know the characteristics of students' interests and knowledge as a basis for improving and improving English language learning in schools so that graduation is maintained and has the same quality.

The results of this study would be important data to identify and minimize student learning loss gaps, especially in rural areas. The results of this study are expected to be a reference for further researchers to find solutions for schools in catching up with student learning, by building a learning model that is resilient in adapting and catching up with learning loss according to conditions in each school (see: Khan & Ahmed, 2021). On this

basis, the researcher research to have a strong urgency to be carried out immediately considers this

This research was conducted so that schools with learning loss could be modified and repaired so that learning would not occur in schools and make it easier for teachers to impart knowledge and shape students' character.

B. Research Question

Based on the background of this study, these following research questions were formulated:

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

C. Research Purpose

Specifically, this research aims to:

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

D. Scope Of Research

1. A research variable is an activity to test hypotheses (conclusions, or temporary conjectures) meaning to test the compatibility between theories and empirical facts that exist in the school environment during a pandemic. Other definitions A research variable is an attribute or nature or value of a person, object, organization, or activities that have certain variations that are determined by researchers to be studied and then conclusions are drawn (Sugiyono, 2016: 68). From the statement above, it can be concluded that the variable is the data collection process that the researcher would examine. In this study, researcher used a single variable to determine learning loss during a pandemic based on the perspective of school leaders, teachers and students.

Some of the problems that arise above the authors overcome these problems focusing on school closure during the pandemic: what has been missing?

2. Research 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 during a pandemic is something that must be done as long as the virus is still there, the point is to break the chain of spread of covid-19, for students it can cause difficulties for students to interact with teachers, cannot get knowledge directly from teachers, and teachers cannot know the characteristics of students directly. Directly, 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 specific or general knowledge and skills in academic matters. 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 the Implementation of Learning in the COVID-19 Pandemic Period, learning loss is referred to as a form of decreasing learning achievement. During the pandemic, education is conducted online where there are gaps in access and quality of learning. This is what causes the emergence of learning loss and decreased student learning achievement.

E. Significance Of The Research

The present research would benefit in the following aspect:

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 have not been achieved.

2. Practical benefit

   a. English teacher

      For English teachers, I hope this research can be useful for teaching English, especially for educational purposes. Teachers can increase knowledge and teach students so that students can be interested in learning English and motivate students.

   b. The student

      Using this research title helps students to improve their knowledge and skills of interest during the pandemic.

   c. The other researchers

      This researcher would expand the researcher's knowledge and enrich his experience in an effort to find out the problems faced by students and teachers during the school pandemic. This research can also in turn be a reference and framework for other researchers so that it can be a reference for other researchers to find solutions to overcome learning loss.

F. Research Methodology

1. Research design

   The research method is the steps and ways of finding, formulating, extracting data, analyzing, discussing and concluding problems in research. To find out how English learning skills are during the pandemic from the perspective of school leaders, teachers and students, researcher used qualitative descriptive research.

According to Sugiyono (2016: 9) qualitative research methods are research methods used to examine the condition of natural objects where the researcher is the key instrument.

In this study, researcher used qualitative methods because the results of the study are focused on data in the form of interviews. why this research uses qualitative methods is because this research wants to describe in depth and thoroughly it is not unimportant how many people there are but how deep the information is extracted. By using this type of research, the researcher wants to descriptively describe school closure during a pandemic: what has been missing?

G. Subject Of The Research

Subject of study

In this study, there are two subjects of study, namely SMPN 5 Toba and SMAN 1 Toba. The reason I chose this school is because it is affected by the learning process during the pandemic, has a limited learning process, cannot do full online learning, Schools that are willing to accept this research.

In the school SMPN 05 Toba, 4 teachers and 4 students in class VIII (2 people) and class IX (2 people) and school SMAN 1 Toba, 4 teachers and 4 students in class XI (2 people) and class XII (2 people) would be selected by purposive selection.

Selected Based On 4 Criteria:

1. Active teaching during the pandemic

2. Art teacher (English teacher/Indonesian teacher), science teacher and religion teacher

3. School leaders or representatives.

4. Students of SMPN 05 Toba class VIII and class IX each represent 2 people, students of SMAN 1 Toba class XI and class XII each represent 2 people.

To collect data in this study, we would collect data through 2 schools selected by purposive selection. The form of this research was selected using

purposive selection, with 8 respondents in one school, so a total of 16 respondents in 2 schools.

H. Technique Of Data Collection

In this study, data collected using semi-structured interviews. Using this technique, a number of questions are already available in the form of an interview guide, however, the interviewer may not provide questions or explanations for the respondent's answers.

This researcher used direct communication by using interviews. Furthermore from Joyce (2012), "Direct communication is to say what they think face to face". Data collection techniques are one of the most important elements in research. According to Sugiyono (2013:224), "Data collection techniques are the most strategic steps in research, because the main purpose of research is to collect data". This means that data collection techniques are one of the most influential aspects of research to obtain data.

Researcher believe that using interview techniques would help researcher find information about Teacher and studens experiences about school closure during a pandemic: what has been missing?. The results of the interviews would be collected, analyzed, and used to support research.

I. Tools of Data Collection

1. Interview guideline

Researcher used interview guidelines to facilitate the collection of research data. Lexy J Moleong (199:135) An interview is a conversation with a specific purpose. In this method, researcher and respondents meet face to face to obtain information orally by obtaining objective data that can explain the research problem.

This data collection method is usually carried out in a structured manner in which the output is highly dependent on the ability of the interviewer. Arikunto (2013: 199) states that interviews that conduct by asking questions freely however still the interview guidelines that have been

made are called free guide interviews. Questions would develop as the researcher conducts the interview.

In this study, the researcher interview teachers and students at the school. This interview was conducted using a direct interview technique, the interviewer continued to control the course of the interview, using a pre-designed interview list. In addition to preparing interview guidelines, researcher would also prepare sensory devices such as: smart phones, blank sheets, and pens to record the results of the interviews.

J. Technique Of Data Analysis

Data Analysis Techniques is one of the processes to find and compile a data that has been obtained. 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 researchers (Braun and Clarke 2006). To obtain analytical data, this research was conducted by interviewing teachers. Interviews that had been collected by researcher were analyzed using thematic analysis techniques. According to other researchers, data analysis was the process of organizing and sorting data into patterns, categories, and basic units of description so that themes and descriptions could be found. a working hypothesis can be formulated as suggested by the data. Moleong (2017:280-281)

Data analysis used thematic analysis. Data from field notes 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.

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

1. Get to Know the Data

   The first 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 Code

   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 themes. If the researcher finds a problem with the theme, the researcher shares it, merges it, discards it, or creates a new one, whatever makes it more useful and accurate. At this stage the researcher ensures that the required theme is obtained from accurate data, the researcher divides, combines and creates new themes that make the theme more useful and accurate.

4. Devine 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.

5. 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.

K. Research procedure

In carrying out the research, it would be arranged with the following activity steps:

1. Plan

In this research, it is arranged to make a research plan. Analysis of the data used using thematic analysis

2. Preparation

The second step that must be done in research is preparation to find the formulation of the problem, research objectives and research benefits.

3. Collecting data in the field

Researcher set aside time to conduct direct interviews with a predetermined subject of study and collect documents to support the research

4. Processing and data analysis

After getting the data, the researcher proceeds to the next stage, namely processing and analyzing the data

5. Make a research report

       After analyzing the data obtained in the study, the researcher would make a research report and draw conclusions from the research.

Table 1.1

Research plan schedule

No	Activity	Years 2022-2023							
		March	**April**	**May**	**June**	**July**	**Augs**	**Sep**	**Oct**
1	Submission Of Title And Outline	■							
2	Advisory Lecture Submission		■						
3	Drafting Design		■						
4	Design Consulting			■	■				
5	Design Seminar			■	■				
6	Design Improvements				■				
7	Research Improvements				■	■			
8	Thesis Consultation				■	■	■	■	
9	Thesis Examination/Session								■