CHAPTER II
LITERATURE REVIEW

A. Learning during a pandemic

In response to the closure of schools during the pandemic, a number of researcher have conducted research aimed at investigating teaching and learning practices during this time. There are several objectives of these studies, such as looking at the extent to which school closures interfere with teaching and learning practices in schools, to find out whether teaching and learning practices have been carried out with sufficient intensity, including in the context of schools in disadvantaged areas (Brooks, et al. 2020; Viner, et al. 2020; Snape and Viner, 2020; Vlachos, Hertegard, and Svaleryd, 2021), the struggles of parents and students 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 some of these examinations, learning works on during the pandemic are represented both universally and in Indonesia. In light of these examinations, various issues were recognized, both in mental and non-mental angles. In the mental perspective, various issues were found, for example, a reduction in understudy dominance levels in various subjects (Chetty, Friedman, Hendren, and Stepner, 2020) and an expansion in the fluctuation of understudy 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 Dıaz-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) Gra tz, 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.

Examining from home, when compared to typical 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).In addition, scientists also observed that students generally will be less happy with online or distance learning (de Haas, Faber, and Hamersma, 2020), especially when their learning assets are lacking in doing schoolwork (Bol, 2020) The existence of these problems causes a huge loss of learning, or being left behind in learning during a pandemic.

B. Potential for Learning Loss

The term "learning loss" is commonly used in the literature to describe declines in student knowledge and skills (Pier, Hough, Christian, Bookman, Wilkenfeld, & Miller, 2021). Historic data provides researchers with information regarding where student learning should be year over year and is often measured through regular testing. Learning loss occurs when educational progress does not occur at the same rate at which it has historically compared to previous years (Pier et al., 2021).

Not optimal learning in schools within a certain time has the potential to cause students to fall behind in learning. lagging is also often referred to as a 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

the 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).

While many researchers have established learning-loss prediction models (Azevedo et al., 2021), formal research and documentation of the actual impact that Covid-19 has had on student learning progress is just beginning to emerge. As the global education system continues to face pandemic-related disruption, a strong understanding of how Covid-19 school closures are impacting student learning progress can better equip educators, policy-makers, and researcher going forward.

Cognitive and non-cognitive learning

Cognitive learning is the ability of the brain's mental processes to absorb and store information through experience, senses, and thoughts.

Non-cognitive learning related to attitudes, skills and motivation

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.

Potential learning loss not only occurs in cognitive and non-cognitive but also:

a. Drop Out

By not attending school, most students feel they do not have a strong enough reason and motivation to learn. 2. Increased Learning Disparities

b. Increased Learning Disparities

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. Undeniably, many students who lack facilities and lack of family support, are not enthusiastic in learning, but of course this is an anomaly situation.

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 would more controlled through positive affirmations given by the teaching staff, even though the enthusiasm for learning is fluctuating.

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). Learning loss and quality degradation of school graduates.

C. Learning loss and quality degradation 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 would 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.

D. Previous Study

The risk of learning loss has been predicted to occur from the start Schools have closed around the world due to the Covid-19 pandemic. Based on the report on the school reopening framework that jointly issued by UNESCO, UNICEF, World Bank and WFP in April 2020, it was declared that school closures globally as against a pandemic that risks damaging education, protection, and well-being of children (Masterman, 2020).
Therefore, it is necessary to study more further in this research, how is learning loss in daring learning?

During the corona pandemic in universities. In this covid-19 pandemic condition, all the learning processes that done boldly requires the teacher to carefully choose the appropriate media applied by taking into account the conditions of students and students. With result In this research, it is hoped that

teachers can find out the advantages and disadvantages of What weaknesses do students experience when learning is meaningful? Happy schooling is boldly implemented and can be used as a basis for other bold media even combine it in bold learning (Latif, 2020).