

BAB V

CLOSURE

A. Conclusions

The journey of this research has provided a comprehensive understanding of the multifaceted nature of learning loss in university students during the COVID-19 pandemic. As the research concluded, let's revisit the key findings and their implications, highlighting the insights gained from each part of the research.

1. Factors of Learning Loss

The findings revealed that a staggering 39 out of 40 participants reported experiencing learning loss, each with varying degrees of impact. This highlighted the pervasive and urgent nature of the issue, emphasizing the need for a deeper understanding and targeted interventions.

Moving to the main part of the research, the researcher examined the factors contributing to learning loss are closely connected to the obstacles encountered during online learning. Laziness, difficulties in adapting to online learning, lack of timely feedback, short attention spans, boredom, lack of motivation, connectivity problems, and the absence of interpersonal interaction all play significant roles.

Addressing these factors requires a multifaceted approach, including instructional redesign, improved internet infrastructure, and support systems that enhance motivation and engagement. These findings emphasize the complexity of the learning loss phenomenon and the need for tailored interventions to mitigate its impact on students' educational outcomes.

2. Solutions for Learning Loss

The next finding points to the common solutions participants have tried or suggested to address learning loss during online learning amid the pandemic. While there are shared strategies, the differences highlight the individuality and adaptability of students in their efforts to enhance their learning experiences. These findings offer actionable insights for educational stakeholders seeking to support students in overcoming the challenges of online education and mitigating learning loss. Participants' views on the actions of teachers, parents, and the government against learning loss during the pandemic reveal diverse perspectives, ranging from collaborative efforts to personal responsibility. These viewpoints offer insights into the complex dynamics surrounding educational support and underscore the need for multifaceted approaches to address learning loss effectively.

The implications of the research are profound. They underscore the complexity of learning loss and the importance of tailored support and interventions. Traditional metrics like GPA may not fully capture the intricate consequences of learning loss, prompting educators and policymakers to adopt a more holistic perspective. However, it is essential to acknowledge the limitations of the study, including sample size and reliance on self-reported data.

In the Last finding, it can be conducted a GPA comparison between the first semester (pre-pandemic) and the sixth semester (post-pandemic) on a scale of 4.0. Despite the prevailing learning loss experiences reported by participants, it can be observed an average GPA increase from 3.5 to 3.7. This finding challenges conventional wisdom and theory, as it suggests that GPA alone may not be a reliable

measure of learning loss. It raises questions about the relevance of GPA in assessing the full extent of the impact of the pandemic on students' education.

In conclusion, this research provides valuable insights into the multifaceted challenges and consequences of learning loss during the COVID-19 pandemic in university settings. The prevalence of learning loss, the paradox of GPA increase, and the call for a comprehensive theoretical framework collectively emphasize the need for a holistic approach. As the research move to the post-pandemic era, the research findings serve as a foundation for redefining the discourse surrounding education, learning loss, and student well-being. They encourage educators, policymakers, and researchers to adopt a more inclusive perspective and to develop nuanced strategies to support students comprehensively in their educational journey.

B. Suggestion

Based on the comprehensive insights gained from the research, the reseacher offer a set of practical suggestions and recommendations for educators, policymakers, and stakeholders to address the challenges posed by learning loss during the COVID-19 pandemic.

1. Strategic Attention Interventions

The researcher recommends to educators, policymakers, and stakeholders in order to address the challenges posed by learning loss during the COVID-19 pandemic to develop and implement targeted strategies to enhance students' focus during online learning. This may involve incorporating interactive elements, multimedia resources, and regular breaks to maintain sustained attention. By

addressing the attentional challenges reported by participants, educational institutions can create a more engaging and effective virtual learning experience.

2. Equitable Digital Access Initiatives

Prioritize investments in digital infrastructure, particularly in rural areas, to mitigate internet network problems. Collaborate with relevant stakeholders to ensure widespread and reliable internet access, reducing disparities in online learning experiences. This proactive approach supports an inclusive learning environment where all students can fully participate in virtual education.

3. Personalized Support and Engagement

Implement individualized learning plans to address specific obstacles faced by students. This may involve tailored resources, additional support, and differentiated instruction. Simultaneously, invest in teacher professional development programs to enhance educators' skills in adapting to online teaching methods. Engage parents actively in supporting their children's learning, providing resources, workshops, and guidance. By fostering a collaborative and supportive learning ecosystem, institutions can proactively address learning loss and promote holistic student development.