

CURRICULUM VITAE

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8. Organization/Experience :
 - a. Divisi Perlengkapan International Events 2019 – Anggota Divisi
 - b. Divisi Humas International Events 2020 – Ketua OC Divisi
 - c. Inti Pelaksana Pengabdian Masyarakat ESA Antasari 2020 – Ketua Pelaksana
 - d. Divisi Humas ESA CAMP 2021 – Ketua Divisi
 - e. Ketua Umum ESA Antasari periode 2021 – 2022
 - f. Ketua Komisi I SEMA Fakultas Tarbiyah dan Keguruan periode 2022 – 2023
 - g. Plt. Ketua Umum SEMA Fakultas Tarbiyah dan Keguruan periode 2023
 - h. Menteri Koordinator Kajian dan Pengembangan DEMA UIN Antasari periode 2023 – 2024
 - i. SC Operasional PBAK UIN Antasari Banjarmasin tahun 2023

9. Academic Achievement :
- a. –
 - b. –
10. Non-academic Achievement :
- a. –
 - b. –
11. List of Scientific Works :
- a. –
 - b. –

Banjarmasin, 2nd May 2024

Muhammad Asy'ari

APPENDICES

Appendix I: Translation of Qur'an

No.	Name of the Surah	Indonesian	English
1	<p style="text-align: center;">At-Taubah verse 122:</p> <p style="text-align: center;">وَمَا كَانَ الْمُؤْمِنُونَ لِيَنْفِرُوا كَآفَّةً فَلَوْلَا نَفَرَ مِنْ كُلِّ فِرْقَةٍ مِّنْهُمْ طَائِفَةٌ لِّيَتَفَقَّهُوا فِي الدِّينِ وَلِيُنذِرُوا قَوْمَهُمْ إِذَا رَجَعُوا إِلَيْهِمْ لَعَلَّهُمْ يَحْذَرُونَ ء</p>	<p>Dan tidak sepatutnya orang-orang mukmin itu semuanya pergi (ke medan perang). Mengapa sebagian dari setiap golongan di antara mereka tidak pergi untuk memperdalam pengetahuan agama mereka dan untuk memberi peringatan kepada kaumnya apabila mereka telah kembali, agar mereka dapat menjaga dirinya. (QS. [9] At-Taubah : 122)</p>	<p>And it is not appropriate for the believers to all go (to the battlefield). Why don't some of each group of them go to deepen their religious knowledge and to warn their people when they return, so that they can protect themselves. (QS. [9] At-Taubah: 122)</p>

Appendix II: Interview Guideline

A. LEARNING LOSS EVIDENCES

1. How has the experience of learning from face-to-face to distance learning during the pandemic affected your learning achievement? This includes whether you still feel interested in studying, whether your enthusiasm for learning has changed, the extent to which you have difficulty adapting, how your academic grades compare before and after the pandemic, how you feel when you get a lower grade, and the extent to which support and resources influence you. your overall learning results during the distance learning period.
2. How did you overcome obstacles in studying online or achieving academic achievements during the pandemic as a student? This includes obstacles in achieving expected progress, the strategies you employ to face these challenges, how you overcome frustration, your views on personal growth and the learning journey amidst obstacles, and how schedule changes affect your academic identity and self-concept in the context of learning.
3. How have you experienced feeling disconnected from academic activities during the pandemic? This involves its impact on relationships with classmates and teachers, the impact reduced engagement has on overall academic results, as well as your learning experience. What factors lead to disengagement, and how do you overcome them? How are emotions related to disengagement, and to what extent has the evolution of the pandemic affected your identity as a student, including changes in motivation and enthusiasm for learning?
4. How have your critical thinking skills changed before and during distance learning? Given your limitations in solving complex problems, share the challenges you faced, your emotional changes, and how you tried to maintain or improve your critical thinking skills. Are there any specific strategies that are effective?
5. How has the pandemic affected your participation in class discussions and group activities? Explain the reasons behind decreased engagement, why it matters, the factors that lead to reduced contributions, and how you see the impact. Tell us about your interactions with classmates and teachers during distance

learning, as well as what strategies you have used to overcome barriers to participation.

6. How has increased anxiety, uncertainty, and stress during the pandemic affected your learning ability? Discuss the emotions associated with anxiety or depression and their impact on concentration. Explore the impact of mental health problems on academic outcomes and learning difficulties. Touch a little about the support available to manage mental health during remote learning and its impact. Finally, consider how mental health struggles shape your identity as a student and the impact on your motivation to study.
7. How has technology been a challenge during online learning, including the impact on your progress? Tell me about limited access to good technology and its impact on your participation and understanding of the material. How do you feel about problems such as unstable internet connection and unfamiliar systems? Assess the support you receive to overcome technology problems and how this affects your resilience. Finally, share the strategies you use to overcome these problems and stay active in online learning.

B. LEARNING LOSS ALTERNATE SOLUTION

1. What is your experience of accessing technology in disadvantaged or remote areas during distance learning? Think about the emotional and cognitive impact of resources like smartphones and data plans, and how they shape your perception of better internet infrastructure and its impact on engagement. If you receive technology support, how has that support helped reduce learning loss during the pandemic? How does access to technology shape your understanding of educational equity in distance learning?
2. Tell us about your experience learning online during COVID-19. Are there improvements in the quality of learning and support for students? What makes online content interesting and how does it matter? To what extent have changes in online learning affected your attitudes? How is the alignment between online content and your learning goals, and what impact does this have on your motivation and engagement?
3. Tell us about your experience using technology for learning and why this technology is important in distance learning. How has

training in educational technology affected your self-confidence and competence? Describe the impact of digital literacy in the curriculum on your abilities in online learning. How can technology competency empower you and reduce learning loss? Explain the role of parents and teachers in supporting the use of technology for learning and its impact on your learning experience.

4. Tell us about your experience with a curriculum that can adapt to distance learning, especially for those from disadvantaged backgrounds. How do you feel and think when faced with adapted material, and what impact does it have on your learning motivation? Reflect on the integration of diverse materials and activities, and how they affected your engagement and learning outcomes. Describe experiences with flexible curricula and their role in reducing learning loss. Share your thoughts on educators adopting flexibility in the curriculum and its impact on the overall learning experience.
5. Tell us about your psychological experiences during distance learning, including moments of frustration and decreased motivation. How do you feel when you receive psychological support, and what impact does it have on overcoming difficulties? Reflect on the impact of this support on managing learning loss and your well-being. Describe experiences with psychological support services during distance learning, and how they influenced your attitude and personal growth. Finally, reflect on the role of psychological support in building resilience during the pandemic and its impact on perceptions of learning loss and educational challenges.

Appendix III: Research Approval Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN
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Jalan Jenderal Ahmad Yani Km. 4.5 Banjarmasin 70235
Telepon: (0511) 3265426; (0511) 6783136
E-mail: ftk@uin-antasari.ac.id Website: ftk.uin-antasari.ac.id

Nomor : B- 1453 /Un.14/III.1/PP.00.9/11/2023 27 November 2023
Sifat : Penting
Lampiran : 1 (Satu) Berkas
Hal : Mohon Izin Riset

Yth. Ketua Jurusan Tadris Bahasa Inggris

Assalamu'alaikum Wr.Wb

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Muhammad Asy'ari
NIM : 190101030985
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan
Alamat : Jl. Kenari I Blok IVG No. 2
No HP : 082253531570

Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb



Wakil Dekan Bidang Akademik dan Kelembagaan,

Ahmad Muradi

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan

Appendix IV: Research Completion Letters



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBİYAH DAN KEGURUAN
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SURAT KETERANGAN SELESAI RISET

Nomor: B-218/Un.14/III.1.f/PP.00.9/05/2024

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin menerangkan bahwa:

N a m a : Muhammad Asy'ari
NIM : 190101030985
Fakultas : Tarbiyah dan Keguruan
Jurusan : Tadris Bahasa Inggris

adalah benar yang bersangkutan telah selesai melakukan penelitian/riset penyusunan skripsi pada Jurusan TBI sejak (27 November 2023 - 27 Januari 2024) dengan judul:

“LEARNING LOSS IN HIGHER EDUCATION: EVIDENCE AND POSSIBLE SOLUTION”

Demikian agar diketahui dan dapat dipergunakan sebagaimana mestinya.

Banjarmasin, 07 Mei 2024
Ketua Prodi,



Afifah Linda Sari

Appendix V: Consultation Schedules & Note

CONSULTATION NOTES

NAME OF ADVISOR Hj. Nur Laila Kadariyah, S. Ag., M. Pd.

No	Day/Date	Notes	Signature
1	Thursday, 22 June 2023 (offline)	Menyampaikan revisi seusai sempro	
2	Monday, 17 July 2023 (offline)	Konsul Instrumen Penelitian	
3	Tuesday, 10 October 2023 (offline)	Konsul Instrumen Penelitian	
4	Thursday, 12 October 2023 (offline)	Mendapatkan persetujuan untuk riset	
5	Monday, 18 March 2024 (offline)	Menyelesaikan penelitian dan konsul untuk BAB IV-V	
6	Tuesday, 2 April 2024 (offline)	Menyelesaikan penelitian dan konsul untuk BAB IV-V	
7	Wednesday, 24 April 2024 (offline)	Menyelesaikan penelitian dan konsul untuk BAB IV-V	