

# CHAPTER I

## INTRODUCTION

### A. Research Background

The acquisition of education is essential for human survival. Some people even feel that education allowed humans to develop civilization. Abulencia (2021) asserts that education is necessary for various reasons. They have a direct bearing on the life objectives of a person as well as their prospects for the future. The following are some of the most prominent arguments in favor of education's necessity: Reading, writing, speaking, and listening are all skills that may be gained through education, ultimately leading to an improvement in a person's ability to communicate. Education also encourages the development of critical thinking. This is essential for educating someone on how to make judgments based on reasoning and how to communicate with other people (e.g., encourage creativity and improve time management). In addition, education enables a person to meet the fundamental requirements of a job and enhances the opportunities available for employment.

In addition, women and girls gain agency via education, contributing to the advancement of gender equality. Teenage pregnancy rates fall by 6% for every additional year young women spend in education. According to a survey published by the World Bank, women have a more significant say over the number of children they choose to have.

In conclusion, receiving an education lowers the risk of dying as a youngster. According to the United Nations Educational, Scientific, and Cultural Organization (UNESCO), a child born to a mother who can read and write has a fifty percent (50%!) increased chance of living past the age of five. These conversations highlight the significance of having an education in our day-to-day lives.

وَمَا كَانَ الْمُؤْمِنُونَ لِيَنْفِرُوا كَافَّةً ۚ فَلَوْلَا نَفَرَ مِن كُلِّ فِرْقَةٍ مِّنْهُمْ طَائِفَةٌ ۚ

لِيَتَفَقَّهُوا فِي الدِّينِ وَلِيُنذِرُوا قَوْمَهُمْ إِذَا رَجَعُوا إِلَيْهِمْ لَعَلَّهُمْ يَحْذَرُونَ

The verse is from Surah At-Taubah verse 122, it shows quite evident that education plays a vital role in the life of a Muslim. Literacy and education have always been highly valued in the religion of Islam. In the holy book, the Quran, Allah repeatedly emphasizes the significance of receiving an education.

However, the COVID-19 disease was first identified in Wuhan, located in the province of Hubei in China, in December 2019. In March 2020, the World Health Organization determined that the disease was a global pandemic. The announcement set off a short time for global public health crisis that had never been seen before (World Health Organization, 2020). The COVID-19 pandemic had a significant and devastating impact on our

political, economic, and sociocultural lives and the public health situation worldwide in March 2020.

Since the beginning of the COVID-19 pandemic, universities, schools, and a large number of other educational institutions in several countries have adhered to the measures and restrictions put in place by the governments of those countries to prevent or slow the global spread of the novel coronavirus. Partially or partially closed The disease has been eradicated. These regulations and precautions have been taken to stop or at least slow the global dissemination of the newly discovered coronavirus disease. Consequently, millions of students worldwide have had their educational opportunities disrupted as a direct effect of the COVID-19 pandemic (UNESCO, 2020a). The epidemic has resulted in the most severe educational crisis in the history of the human race. Schools have been shut down in many nations due to the COVID-19 outbreak, and in-person classes have been delayed. This directly impacts the educational pursuits of students of school age at all educational levels (pre-primary, primary, and secondary). There is no question in anyone's mind that it had a considerable influence on the academic pursuits of students who were accepted to universities. It took only a short time before it became necessary for higher education institutions to devise and implement efficient action measures to adjust to the 'new normal' (Tesar, 2020). This swift transition to instruction that is conducted entirely online was a necessary and expedient reaction to the coronavirus outbreak. In the early wake of the COVID-19 epidemic, it became vital for higher education institutions to

devise and practice effective measures to compensate for the educational interruption created by the pandemic.

According to Huda and colleagues, education in Indonesia is available at all levels, beginning with early childhood education and continuing through higher education and vocational schools. (2018). Students can now learn through online lectures as a direct result of the influence that COVID-19 has had on the field of education. Many educational institutions in this age of the Fourth Industrial Revolution are transitioning to big data and internet integration through online learning, which can be accessed on laptops, smartphones, and tablets. According to Hodges et al. (2020), not all students have access to various forms of technology. During the COVID-19 pandemic, parents' declining financial resources and widespread layoffs contribute to the relatively low cost of utilizing technology. Students, professors, non-faculty, and faculty members at the university, as well as external relations, are all negatively impacted by this circumstance.

Similar to what happened in Banjarmasin, the mayor has set regulations about how education should be conducted. Article 6, paragraph one point a) specifies that the supply of all learning activities has been altered and that learning must now take place at home or home using distance learning technology or online. This provision applies to the time when students are not in school. (PERWALI BANJARMASIN, Issue 33 of 2020). In an identical vein, Antasari State Islamic University makes certain that educational opportunities are not withheld from its student body. To ensure that students

can maintain their current level of knowledge, universities now disclose and oversee the entirety of the learning process that takes place online. It is anticipated that many repercussions would result in the loss of an entire generation of children who can no longer attend school or participate in social activities as they previously did. These youngsters will not be able to learn. The introduction of online learning systems will result in a loss of learning and a deterioration in the quality of learning, ultimately leading to a generational shift. The growth of student's cognitive abilities, psychomotor skills, or personalities cannot be directly monitored by teachers while classes are in session. Extensive study has shown that the only rationale for providing education via the internet is to keep a promise. One of the reasons behind this is that teachers frequently give out excessive homework without adequately explaining the topic (Kuncoro, 2020).

In addition, some students did not participate in distant learning because their networks needed to support it, or they relied on learning systems that were not very successful (Hakim & Azis, 2021). Boredom was also a factor in their absences. According to the findings of other studies, not all students can comprehend the critical content available online. The student's comprehension is restricted and is highly dependent on the student's point of view (Asumuni, 2020). This means that generations of learning could be better used due to efficient online learning, which stunts the expansion of student learning.

Because of the outbreak, students in the class of 2020 had the most challenging time. One of these effects is decreased intellectual capacity. They are the group that is most likely to be affected because they are the ones who are directly exposed to the activities associated with online teaching and learning.

The researcher chose to examine the learning loss that occurred at UIN Antasari, especially the English Language Education Department, because this campus had already gone through a pandemic by implementing online lectures, which to some extent could be the cause of Learning Loss. This is in line with research conducted by Farhan & Lismandasari (2022), they stated that because of the shift from traditional learning methods to online ones, there has been a reduction in the number of contributing activities to inefficient learning, increasing the danger of losing previously acquired knowledge. If the condition persists, a learning loss will occur due to engaging in online learning during the Covid 19 epidemic.

In the English Education Department at the Faculty of Tarbiyah and Teacher Training at UIN Antasari, learning loss has had two key impacts: a decrease in grades and a decline in students' interest and engagement in offline classes. The disruptions caused by the COVID-19 pandemic and the shift to remote learning have affected students' academic performance, resulting in lower grades (Bird et al., 2022). Additionally, the absence of face-to-face interactions and the challenges of online learning have reduced students' motivation and active participation in offline classes (Wang et al.,

2023). Efforts are being made to address these challenges through additional support, innovative teaching methods, and a gradual transition back to offline learning.

Loss of learning is defined as "a specific or general loss of information or skills, or a reversal of academic progress, most commonly resulting from long-term gaps or disruptions in a student's education." Learning loss can occur when a student's education is interrupted for an extended period (Huong et al., 2020). Before the pandemic, summer vacations were linked to a loss of summer learning for students, resulting in a decline in student academic performance and a widening of achievement gaps (Kuhfeld, 2019).

Based on the description above, the researcher wishes to investigate the post-pandemic learning loss that higher education students, specifically in UIN Antasari Banjarmasin students experience. The title of this study is **"LEARNING LOSS IN HIGHER EDUCATION: EVIDENCE AND ALTERNATE SOLUTION."** This study aided in comprehending the impact of Covid-19 on the field of education and provide the facts required to overcome if one day learning loss occurs again.

## **B. Definition of Key Terms**

Several terms related to the research are clarified to avoid misconceptions.

1. Learning loss: Learning loss refers to the decline or regression in students' knowledge, skills, or academic achievement over a specific period, typically resulting from reduced or disrupted educational

experiences. It reflects a gap between the expected level of learning and the actual level achieved due to various factors such as extended breaks from schooling, inadequate instructional quality, or lack of access to educational resources. Learning loss can occur at any educational level but is particularly relevant in the context of higher education.

2. **Higher Education:** Higher education refers to tertiary education provided by colleges, universities, or other post-secondary institutions. It encompasses a wide range of formal learning opportunities beyond the secondary level and includes undergraduate and graduate programs leading to academic degrees, diplomas, or certificates. Higher education institutions typically offer specialized courses and curricula designed to provide advanced knowledge, skills, and professional training in specific fields, preparing students for careers or further academic pursuits.
3. **Evidence:** Evidence refers to factual information, data, or findings that support or provide confirmation for a particular claim, hypothesis, or argument. In the context of this research, evidence would comprise various forms of learning loss evidence, such as lower grades, reduced academic progress, students disengagement in learning, decreased critical thinking skills, lack of participation, increase mental health issues, and technology challenges.



4. **Solution:** In the context of your research, a solution refers to a proposed approach, strategy, or intervention aimed at mitigating or addressing the learning loss phenomena in higher education. A solution may involve specific policies, educational reforms, instructional methods, or technological tools designed to enhance learning outcomes, support student engagement, and minimize the negative effects of learning loss. Effective solutions should be based on evidence-based practices and have the potential to improve the overall educational experience and outcomes for students in higher education.

### **C. Research Questions**

The main questions to be addressed in this research are:

1. What are the evidences of post-pandemic learning loss experienced English Education students?
2. What are the solutions for the learning loss phenomena according to the students?

### **D. Research Objectives**

According to the research questions, the research aims to investigate:

1. To find the evidences of post-pandemic learning loss experienced English Education Students.
2. To find solutions for the learning loss phenomena from the students.

## **E. Research Significance**

### **1. Theoretically:**

- a. **Beneficiaries:** This research addresses learning loss in education, benefiting students in higher education, educators, practitioners, and researchers.
- b. **English Education Focus:** It specifically explores the impact of learning loss in English teaching and learning.
- c. **Awareness and Information:** Theoretical goals include raising awareness among stakeholders (students, teachers, lecturers, parents) about learning loss, its signs, and potential treatments.
- d. **Instruction Enhancement:** Educators and lecturers can use this research theoretically to refine their English teaching methods to counter learning loss.
- e. **Foundation for Future Research:** It lays the theoretical groundwork for future studies on learning loss in education.

### **2. Practically:**

- a. **Real-world Concern:** This research addresses the immediate issue of learning loss, which can hinder students' academic progress and knowledge retention.
- b. **Stakeholder Guidance:** It practically equips stakeholders to recognize signs of learning loss and consider treatment options.

- c. **Improved English Instruction:** On a practical level, this study can help educators enhance their English teaching methods to mitigate learning loss effects.
- d. **Resource for Future Research:** Beyond immediate applications, it serves as a practical resource for future research on learning loss strategies.
- e. **Universal Benefits:** The practical insights from this study extend to all readers, benefiting students, teachers, and the broader educational community.

## **F. Previous Study**

Because of previous research, the researcher selected to investigate "Learning Loss Phenomena in Higher Education: Evidence and Potential Remedies" in this study.

Wang and Su (2021) conducted a study on the impact of the COVID-19 epidemic on college students' mental health, with a focus on racial/ethnic differences. The study discovered that COVID-19-related stress was a significant predictor of poor mental health across all students, and that stress had a stronger negative influence on mental health for students from racial/ethnic minority backgrounds than for White students. According to the authors, tailored interventions are required to meet the mental health needs of minority pupils during the epidemic.

Kuhfeld and Tarasawa (2020) examined prior research on summer learning loss to determine the possible impact of COVID-19-related school closures on student academic progress. According to the authors, the negative effects of school closures on student achievement may be similar to those reported during summer vacation. The study underlines the importance of targeted measures to reduce the negative impact of COVID-19-related school closures on kids' academic advancement.

Greaney and Clarke-Midura (2020) studied the possible impact of COVID-19 on college students' academic development. A survey was employed to collect data from undergraduate students at a large public university for the study. According to the findings, students' motivation and involvement decreased, which may have resulted in worse academic advancement. According to the authors, targeted interventions such as greater access to technology and individualized support could help to reduce the negative impact of COVID-19 on students' academic achievement.

The main problem investigated in this study, learning loss, is comparable to earlier research. However, previous studies differ from the current findings in some ways. The researcher performed this research at various levels, with university students, with a different goal in mind: to discover what evidences of learning loss affect higher education students and viable solutions for higher education to cope with the issue themselves.