

STUDENT RESILIENCE AFTER PANDEMIC : LEARNING LOSS RECOVERY

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Abstract: After approximately 2 years of being closed as a result of the Covid-19 pandemic currently, schools around the world are starting to open even with limited meetings. Online learning as the best alternative learning mode during the pandemic has caused a learning loss effect on students so that students must be able to adapt and have resilience when returning to the school environment to recover from learning loss. The purpose of this article is to review the latest literature on recovery learning loss, including the strategies that schools, teachers, and parents should develop in developing student resilience in adapting to school new normal. The research approach used to investigate is qualitative with literature review method with four steps: designing, conducting, analyzing, structuring and writing the review. The results of the literature review of the latest sources regarding recovery learning loss, there are several strategies that can be developed, involving the school community in school opening plans, ensuring school health and safety protocols, ensuring the psychological well-being of students, identifying students who most need help, and improve pedagogical practice and teacher training.

Keywords: Student resilience, pandemic, learning loss recovery

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INTRODUCTION

Pandemic Covid-19 that has hit the world since 2020 has caused school closures in various parts of the world. As a result, all levels of education are carried out online, where teachers, students, and all learning activities are carried out remotely. Distance learning causes various challenges from various sources,

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including variations in online learning modes and technology mastery competencies (Heng & Sol, 2020). Students must adapt to the material delivered online, do assignments and quizzes through the platform and get feedback online. In addition, students are required to master various technology applications used in the online learning process such as zoom and google meet applications and operate the learning web used by schools.

In Indonesia, changes in the education system affect the learning process in various aspects including the quality of graduates. There are changes in the assessment process. For students and parents, assessment information with a certain format is very important for higher education, but certain skills do not get the proper assessment. Another problem comes from university fresh graduates who are looking for work as limited employment opportunities have caused a high rate of unemployment (Syah, 2020).

Several research results show various problems faced by students during online learning. Based on the research (Yuzulia, 2021) related to student perceptions of online learning in 54 high school students, most students have low motivation, are easily distracted, and are prone to stress caused by the large number of assignments given by the teacher. Online learning also impacts students' psychological well-being, such as increasing emotions of anger, anxiety, boredom, and drastic mood swings (Irawan et al., 2020).

Various challenges faced by students in online learning cause students to experience learning loss (Engzell et al., 2021). Learning loss is one of the concepts defined as the absence of the maximum learning process carried out in schools due to school absence. Thus, learning loss impact the quality of human resources that will be graduated in the years during the Covid pandemic (Andriani et al., 2021). In online learning, the phenomenon of learning loss are caused by the absence of direct interaction between students and teachers, limited communication with friends and peers, limited student learning time, difficulties in carrying out discussions, and limited assessments process.

Learning loss has an unfavorable impact on students, including a decrease in academic achievement, relationships problems between friends and parents, and increasing the likelihood of juvenile delinquency (Blagg, 2021). The results of learning loss research on summer vacation in the United States show that students lose several skills such as counting, spelling, and reading (Hanushek & Woessmann, 2020). Analyzing the undesired impact of learning loss on students, it is very important to discuss how to increase student resilience to recover from learning loss.

METHOD

The research approach used to investigate is qualitative with a literature review method was used. The literature review is a critical analysis that is carried out on a specific topic or in the form of questions on the part of science. (Snyder, 2019) explains the stages in literature study, designing, conducting, analyzing, structuring, and writing the review. At the designing stage, the author determines the purpose of the literature review by stating specific objectives and research questions, including considerations related to the potential audience. Next stage, the author determines the most appropriate methodology for conducting a search strategy for this specific review. Concerning the topic of the article, the author determines a search strategy for the latest articles on learning loss recovery. The writer carried out a search and selection process for the latest articles on the topic at the conducting stage. At the analyzing stage, the writer analyzes the various information contained in the article to ensure it is following the objectives. In the structuring and writing review stage, the author carries out the process of reporting the review results in an organized manner.

FINDINGS AND DISCUSSIONS

Definition of learning Loss

Learning loss is defined as a form of non-optimal learning process carried out in schools that has an impact on the lack of full information obtained by students so that it has an impact on the quality of human resources that will be born in the years during the pandemic (Dewi Pratiwi, 2021). (Hevia et al., 2021) defines learning loss as a specific or general loss of knowledge and skills or a decline in academic progress, most often due to discontinuity gaps in student education. Prior to the COVID-19 pandemic, learning loss was associated with long vacations such as summer vacations.

However, after the Covid-19 pandemic, learning loss was associated with the impact of non-optimal learning outcomes due to school closures during the COVID-19 pandemic. During the pandemic, schools in various parts of the world experienced closure, and the learning process was carried out virtually, both synchronously and asynchronously. Children interact more with technological devices such as laptops and smartphones than friends and teachers in traditional schools. This causes learning loss which causes non-optimal learning outcomes. Research on learning loss has begun to be carried out by

researchers in various countries considering the impact of learning loss that threatens the quality of human resources who attend school during the covid 19 pandemic. The results of this study are used to develop strategies to overcome learning loss and prepare students to adapt again to school after the pandemic is over.

Impact of Learning Loss

Learning loss caused by school closures during the covid-19 pandemic caused some losses, especially for students. In some countries, learning loss causes educational inequality between poor and wealthy students. It is revealed that only about 10 percent of children from low-income countries can read and understand simple stories by age 10 compared to 90% of children from high-income countries. In the United States, students in grades 3-8 have proven difficulties in reading and math. In Europe, students from the class of 2020, for whom more than a third of the school year was affected by COVID-19, showed a decrease in the standard deviation of 0.19 in mathematics and a standard deviation of 0.29 in Dutch subjects (Alban Conto et al., 2021).). Meanwhile, in African countries such as Ethiopia, Kenya, Liberia, Tanzania, and Uganda, it was reported that the impact of learning loss was the inability of students who were left behind in pursuing abilities like their friends (Angrist et al., 2021).

School closures as one of the most prominent aspects that cause learning loss also affect the mental health of students and parents. In Japan, school closures cause hyperactivity/inattention in children and adolescents and lead to high rates of depression, anxiety, stress, and angry emotions in parents (Kishida et al., 2021). Research conducted in Shanghai, China, showed psychological distress experienced by students including, depression, anxiety, and stress (Tang et al., 2021). The study results indicate that school closures and learning loss not only have an impact on non-optimal learning outcomes but also have an unfavorable impact on both students and parents.

Strategy of Learning Loss Recovery

Students are the center of learning loss recovery. All the strategies developed must help students adapt to the school environment after learning from home. Students are more attached to technological devices such as computers, laptops, and smartphones during online learning compared to face-to-face with teachers and discussing with friends. Returning to school and interacting directly with teachers and other students requires a new adaptation process. For instance, the learning process during the pandemic, which was carried out online both asynchronously and synchronously, gave students

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flexibility in managing time, while direct school learning students had to follow school regulations related to learning schedule.

From the parent's side, there will be anxiety when their children return to school. In their minds will be a lot of questions like "My child is afraid to go back to school, how can I help him to feel comfortable?" "How do I get my child to follow health protocols? Or will my child be able to hang out with his friends again?" (Education Development Trust, 2020).

Several strategies that can be developed to help students adapt to the school environment (OECD, 2020) :

1. Ensuring school health and safety protocols by disinfecting all rooms, providing masks, hand sanitizer, and sink. In addition, chairs and benches are arranged according to health protocols.
2. Anticipating the impact of learning loss: the impact of learning loss is that some students will be left behind in learning compared to when they were in school. This can be anticipated by carrying out a need assessment.
3. Ensuring the student's psychological well-being. There is a possibility of students experiencing emotional disturbances as due to the pandemic such as anxiety to post-traumatic stress symptoms. Students' physical and mental health must continue to be supported to return to normal life because student's physical and mental health greatly affect academic success. Therefore, counseling services should be available in schools especially, when students return to school.

(Carvalho et al., 2020) developed a strategy to prepare students to return to school and recover from learning loss by involving the school community in school opening plans and identifying students who most need assistance.

Involve the school community in school opening plans. Community trust is the primary key to the success of reopening schools. Parents, students, teachers must obtain precise and accurate information regarding the opening of schools, including discussing the doubts and concerns of all parties regarding the risks of opening schools. Especially for students, information can be informed through various social media such as WhatsApp groups, Facebook, Instagram, and Twitter with more persuasive content.

Identify students who most need help. In the process of adapting back to school, it is possible to have problems starting from those related to physical such as transportation and accommodation, especially with low economy students, also related to mental problems such as anxiety about going to school,

changing in students daily habits, interacting with friends, doing various tasks at school, and being unable to be separated from gadgets during learning. Another example is students with parents or relatives directly affected by the corona pandemic, such as the decline in the family's economic level and being abandoned by the closest people. Therefore, it is necessary to identify students most vulnerable in adapting to the new school environment and provide space for them to adapt and provide psychological assistance such as information and counseling services.

(Cohesion et al., 2021) designed strategy to cover learning loss recovery from a pedagogic and curriculum point of view by improving pedagogical practice and teacher training. Evidence suggests that reinforcing certain pedagogics can help students who are left behind in learning. Several strategies can be implemented, including developing metacognitive reflection in the classroom, developing pedagogical feedback, collaboration, and dialogue between peers (which also contributes to strengthening the social fabric). Therefore, government and civil society should promote and mobilize these strategies to recover a significant part of these learning losses. Another strategy that can be used is to carry out tutoring programs individually or in small groups facilitated by the teacher. Tutor programs like this will target students who need help, but this strategy is time-consuming.

The next strategy that can be developed is to identify priority curricula, namely student skills for future development. The rationale of this strategy is the consideration that some skills and knowledge are no longer relevant for students after the pandemic. For instance, after the pandemic, the curriculum focuses more on social-emotional dimensions such as resilience, caring, and self-management. Another strategy that can be developed during this transition period is to adapt teacher training programs as teachers are significant agents in the recovery loss learning process.

The teacher's role in the process of adaptation back to school is somewhat different. They require to facilitate the adaptation of student learning and provide emotional support for students and parents. To fulfill various roles, teachers need to update their knowledge and competencies in the following aspects continuously (Heng & Sol, 2020):

1. Instructions, in the process of adjusting back to normal, teachers need to have various references and different variations of instructions in the context of recovery learning loss.

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2. Assessment, the teacher's ability to evaluate, identify learning needs, and provide feedback to students.
3. Learning, the ability to identify students' emotional issues, and various interventions to support student problem solving

Singapore, as one of the developed countries in the world of education, sets criteria that must be possessed by teachers in the process of assisting students from recovery learning loss (OECD, 2020).

Tabel 1
Singapore Teacher Competence

Teacher Competency	Explanation
Reflective thinking	<ol style="list-style-type: none"> 1. Always looking for opportunities to develop professionally 2. Continue to seek best practice evidence for learning practices
Analytic Thinking	<p>The Teacher can demonstrate his capacity to solve problems by being able to:</p> <ol style="list-style-type: none"> 1. Identify cause-and-effect relationships, develop plans, prioritize, and carefully monitor responses 2. Make a decision 3. Able to analyze and synthesize information to solve problems and provide solutions
Initiative	Teacher has an awareness of the importance of innovation and entrepreneurship
Future Focus	Teachers understand that in a changing world, the ability to continuously experiment with the latest practices will be at the core of professional capacity building.
Knowing self and others	Have fighting power, be able to survive in difficult times, and have optimism.
Resilience and Adaptability	<ol style="list-style-type: none"> 1. Able to think independently and make decisions according to situations and conditions. 2. Support students to be resilient and adaptable.

The teacher's competence is very suitable to help students in loss learning recovery as it develops reflective thinking, analytic thinking, initiative, future focus, knowing self and others, and resilience as well as adaptability of the teacher. The competence of teachers from Singapore can be adapted by various countries, including Indonesia in preparing teachers to assist students during recovery learning loss.

CONCLUSION AND RECOMMENDATION

Learning loss is a general loss of knowledge and skills or a decline in academic progress due to discontinuity gaps in student education which has an impact on the lack of information obtained by students and influences the quality of human resources that will be born in the years during the pandemic. There are several strategies that can be developed to overcome learning loss involving school readiness, parents, and teachers. Programs such as ensuring health protocols, curriculum adjustments, teacher training, and psychological support services for students are essential to building resilient students back in school

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