

Learning Loss Mitigation Model on Nonformal Education Impact Distance Education Era Covid-19

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LEARNING LOSS MITIGATION MODEL ON NONFORMAL EDUCATION IMPACT DISTANCE EDUCATION ERA COVID 19

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Article history:	Abstract:
<p>Received: 10th July 2021 Accepted: 11th August 2021 Published: 27th September 2021</p>	<p>The Covid-19 pandemic has also affected the education sector. One of the impacts that we see from the education sector is the change from face-to-face learning to distance education. Since the COVID-19 pandemic, the government has decided that schools should implement PJJ. This was done to prevent the spread of the corona virus in the school environment. This policy has the risk of causing learning loss for students. This research belongs to the type of ADDIE model development research which consists of 5 stages, namely: (1) Analysis, (2) Design, (3) Development, (4) Implementation (5) Evaluation. The results showed learning loss will not stop even if schools are opened and face-to-face learning is held. Especially if there is no policy regarding the restoration of learning abilities first. The impact of learning loss globally on students is very large, it occurs in early childhood students. There are 3 impacts that can occur due to learning loss: 1) Loss learning time. As a result of reduced learning time, making students no longer eager to learn, then skipping school and hampering the development of student skills. 2) Gaps in access to education. The rise of the distance learning system makes students in urban areas more privileged or advantageous because of more supportive facilities than in rural areas, which ultimately triggers a gap that is increasingly distant. 3) Many children drop out of school. This fact threatens marginalized students or children, due to loss of interest in learning, truancy, to the absence of learning facilities. Learning loss occurs due to the lack of quality and facilities for children who run PJJ. So that ultimately has an impact on decreasing learning achievement. The cause of the learning loss was due to the implementation of the emergency curriculum. Actualization of learning models Learning loss mitigation is very important in distance education of non-formal education as an alternative solution to ensure the quality of learning.</p>

Keywords: Learning model, learning loss, distance learning, non-formal education

INTRODUCTION

Since the implementation of the Covid-19 emergency period on March 16, 2020, almost all schools in Indonesia have adopted a policy for online learning or known as distance learning (PJJ). With online learning, educators and students alike learn to use technology as a learning medium. In carrying out online learning with various limited capabilities, facilities and infrastructure in the form of mobile phones, laptops and networks for educators and students as well as limited capabilities in the use of technology, the implementation of online learning must continue to be pursued so that the process of transforming knowledge to students is not disrupted. Constraints faced by students in distance learning that occur to students also exist in educators such as not having an Android cellphone, data packets and signal networks. These obstacles can be obstacles in the learning process. However, educators certainly understand this situation and provide solutions and solutions to the problems faced by students so that students can continue to

follow the learning process. Assignments can be picked up and collected at school when conditions are safe and still adhere to health protocols. Network or signal interference by providing a longer processing time so that the task does not become a heavy burden. With various limitations in the Covid-19 pandemic situation, it is a challenge for educators to continue to want to learn and practice online learning. Besides that, educators must be able to present fun and innovative learning to overcome learning difficulties faced as well as collaboration of learning media so that learning is not monotonous and can still present an interactive learning atmosphere between educators and students. (Luther, AC, 1994).

This research is focused on efforts to find a learning loss mitigation model as a negative impact, students are limited in socializing with their friends, students lose motivation or lose their enthusiasm for learning, learning also depends on internet connections which are sometimes difficult, and the impact is very large during distance learning. Far is to make the child's discipline decline. The impact of distance learning during the Covid-19 pandemic made students who were isolated and had to take PJJ for months due to the Covid-19 pandemic, facing mental risks. Children spend more time in front of the gadget screen to do assignments and access the internet. Internet technology makes communication easier. But on the other hand, it also has a dark room where sexual predators, hoaxes, and pornography are. Children must be protected from crimes in cyberspace. As a result, children are vulnerable to health problems due to excessive use of online equipment. Another reason is the lack of rest for the sake of doing the task. Distance learning online has the potential to prevent children from middle and lower economic families from participating in online learning and at risk of dropping out of school. Another effect is that they are vulnerable to exploitation, when children choose to drop out of school and are finally asked by their parents to work/marry. The last impact is vulnerable to various types of violence. (Sudrajat, et al, 2020).

According to Winkel, W. Santrock. (1996) suggests that distance learning is a form of self-learning that is systematically organized by a group of teachers who have different responsibilities. The responsibilities of these teachers include counseling activities, presentation of material, learning, supervision and monitoring of the success of students. Meanwhile, Peters (1973) said that distance education is a method of delivering knowledge, skills and attitudes through the use of media that applies industrialization systems in learning. Distance learning is not something new in the world of education considering that this way of learning has been developed since the 1970s. When analyzed clearly, it can be said that distance learning is a form of learning system in which the learning process is far from the center of education and is independent. Distance education is a learning model that frees learners to be able to learn without being bound by space and time with as little help as possible from others.

According to Sungkono. (2005) states learning is a process of actions that are carried out intentionally, which then causes changes, which are different from the actions caused by others. Winkel argues that learning is all mental or psychic activities that take place in active interactions in the environment, which produce changes in the management of understanding. Based on the understanding of learning according to experts, the authors can conclude that learning is a change in behavior and appearance as a result of practice and experience. (Sanjaya, Vienna. 2006).

Evaluation emphasizes passive responses, separate skills, and usually uses paper and pencil tests. Evaluation of learning outcomes requires correct answers. That is, if students answer "correctly" in accordance with the wishes of the educator, this shows that students have completed their learning tasks. Learning evaluation is seen as a separate part of learning activities, and is usually carried out after completion of learning activities. This theory emphasizes the evaluation of the ability of individual learners (Arshad, Asr. 2002).

According to Kaffenberger (2021) learning loss is a long-term loss to children's learning due to temporary school closures. The Education and Development Forum (2020) means that Learning Loss is a situation in which students lose knowledge and skills, either general or specific or academic decline, which occurs due to a prolonged gap or discontinuity of the educational process. According to the Ministry of Education, Culture, Research, and Technology, learning loss is the loss of learning opportunities due to reduced intensity of interaction with educators during the learning process which results in a decrease in student competency mastery.

Learning Loss will only occur if there are schools that do not carry out any learning process at all during the pandemic or schools do not carry out any of the three learning processes as above. So, it is assumed that Learning Loss will not occur if the school and the academic community in it are able to oversee the learning process according to conditions and situations. (Sadiman, Arief S. 2020.).

Learning loss is a challenge to be more creative, innovative, adaptive, visionary, and collaborative. The pandemic should not make educators and parents frustrated and out of style. The more we feel apathetic and pessimistic in the pandemic, the Learning Loss will become a reality and occur in the world of education in Indonesia. Educators must be adaptive to any conditions for the sake of the nation's next generation. Educators must change the paradigm of thinking about learning targets and assessment in this abnormal condition. Educators must have confidence that learning does not always have to be at school and must always be with educators. Now is the time for educators to fully realize that students are still learning even at home.

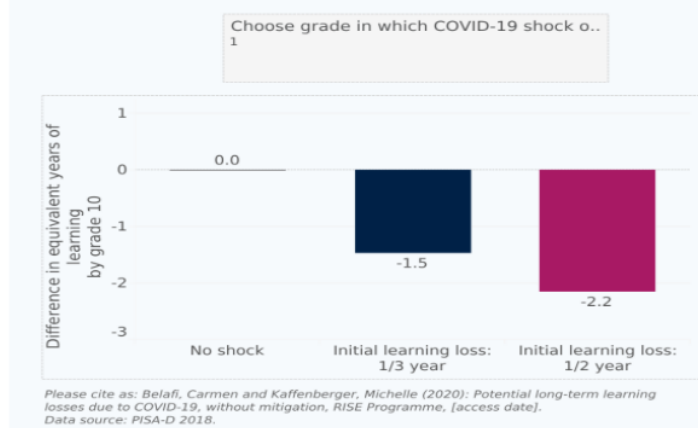


Figure 1. Potential long term learning losses due to covid 19, without mitigation

METHOD

This model development research activity was designed by applying the research and development approach of Borg and Gal I (1989; 624). The analysis phase is a process of defining what the learning participants will learn, namely conducting needs analysis, identifying problems (needs), and conducting task analysis. Therefore, the outputs that we will produce are in the form of characteristics or profiles of prospective study participants, identification of gaps, identification of needs and detailed task analysis based on needs. At this stage, the phase is divided into three segments, namely: student analysis, learning analysis (including learning goals and objectives), and online delivery media analysis. Design, This stage is also known as making a design (blue print). The stages that need to be carried out in the design process are: first to formulate SMAR learning objectives (specific, measurable, applicable, and realistic). Then determine what the appropriate learning strategy should look like to achieve these goals. In this case there are many choices of combinations of methods and media that we can choose and determine which is most relevant. Sumber sources of support, such as a relevant source of learning, learning environment as it should be, and others. All of this is contained in a clear and detailed document called a blueprint. The data obtained for ICT learning are in the form of a syllabus and lesson plans. The syllabus and lesson plans were further developed as a guide for compiling teaching materials to be included in the development product. (Sugiyono Prof, Dr. 2010).

Development is the process of making the blue-print or design a reality. At this stage, web-based e-learning of ICT subjects were developed. The first thing to do in product development is to analyze the users of the system and what things the user can do and what the users can do with the system. System users are administrators, educators, and students. Because the media developed is based on blogs, it will open up opportunities for general users to participate in accessing it.

Implementation is a real step to implement the developed learning system. That is, at this stage everything that has been developed is installed or set in such a way according to its role or function so that it can be implemented. The implementation phase in this research, carried out by testing the media directly.

Evaluation is carried out until formative evaluation is aimed at the need for revision. Based on the results of expert reviews and field trials that have been carried out at the implementation stage, two stages of data analysis were carried out, namely qualitative and quantitative data analysis. (Mardalis, 2003).

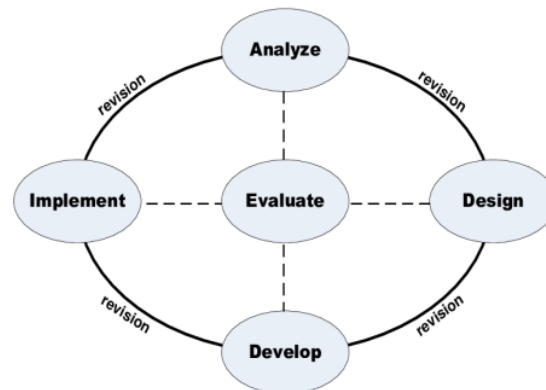


Image. 2. Model Analysis-Design-Development-Implementation-Evaluation

RESULTS AND DISCUSSION

A. Research result

The initial analysis is the process of identifying the problems encountered when carrying out the distance learning process. This analysis is done by direct observation. Initial data analysis was carried out to determine the material and analyze the needs which would later be used as a basis for researchers in the preparation of the product to be developed. At this stage, the researcher obtains information about the basic problems faced in teaching, especially the problems encountered when giving the material. The analysis of the formulation of learning objectives is based on Basic Competencies, Core Competencies, and indicators listed in the 2013 revised edition of the curriculum. Basic Competencies can be broken down into several main materials. The material presented must be adapted to the learning objectives of the media. The learning objectives themselves are the expected goals after the learning is carried out. Researchers design interactive learning media in the form of program. The information conveyed in this learning media is obtained from the syllabus and the theme book used. The material used is adjusted to the competencies taught when the distance learning media is being tested. In designing learning media, researchers use hardware and software. Hardware is equipment in physical form used by researchers to operate a software. The hardware used in making this interactive learning media is a Lenovo Laptop with an AMD A4-9125 RADEON R3 2.3GHz processor, 4GB of internal memory, with a 64-bit Windows 10 operating system.

In the development stage, it produces a product in the form of mitigating learning loss in non-formal education learning. At this stage the validators involved are experts, and teachers. Expert validation includes material experts and media experts.

B. DISCUSSION

The entry of the Corona Virus in Indonesia has had a major impact on people's lives, starting from Health, Social Economics, Religion and the world of Education. Early Age to Higher Education. This is done as an effort to prevent the spread of the Corona Virus. It is hoped that all educational institutions will not carry out face-to-face activities. This requires educators to be more creative in managing online learning. So, the learning process continues. Early Childhood Education is no exception. Teachers must be demanded to be more creative, in managing learning during this Covid-19 pandemic.

The role of parents will be very influential in shaping the character of children. Parents are role models for children to behave, talk and socialize with the outside world. The role of parents is expected in the learning process at home. It is hoped that parents can accompany their children when they study or participate in learning with their children. Can guide, direct and even have to be able to educate their children to replace the role of teachers who usually teach in schools. In line with current technological developments, many parents find it helpful in nurturing and educating their children. This is evidenced by the existence of variants of gadgets that include smartphones, laptops, cameras, tablets and so on. But today, the reality is that most parents still mistakenly use gadgets that should be able to educate their children. On the other hand, parents give full control of gadgets to children without being juxtaposed with restrictions and supervision. This will have an impact, directly or indirectly, become a boomerang for parents when their children spend more time with gadgets than socializing with family and other people. Alternative Solutions for Early Childhood Learning in the Covid-19 Period The policy of studying at home makes teachers, including at the PAUD level, expected to adapt immediately. Learning that is usually done face-to-face at school, now has to be done remotely by using communication technology. With the new learning platform, PAUD teachers must have the ability and skills to operate the technology, planning fun distance learning that is still in accordance with the educational curriculum.

Some of the skills that must be possessed by early childhood educators in the digital era are: 1) Teachers must be able and quickly adapt to information technology, because learning from home must use these technological devices. In addition to online applications using WhatsApp, you can also use Zoom or Google meetings. Online learning for children aged 5-6 years can be for learning topics such as storytelling, singing and others. With a duration that is not too long maybe a maximum of 20 minutes. 2). PAUD teachers are required to be creative and innovative. For example, inviting them to make works at home, for example making pots from plastic bottles, planting flowers or vegetables in pots, making hand puppets using old socks with their parents, and so on. 3) . PAUD teachers must have good communication skills with parents, this is very important in helping the smooth learning process at home. Communication is done not only during teaching and learning process, but can be done at any time as needed in the context of assessment and evaluation of learning. Routine communication is also needed in an effort to maximize child development and keep children healthy in the midst of the Covid-19 pandemic by always reminding parents about health protocols.

The biggest responsibility that must be carried out by parents is to ensure that their children can grow and develop properly according to the stages of development. In addition, children's happiness is a major factor in the good development of children, both inside and outside the home. Therefore, parents must be able to create a safe, comfortable, harmonious and loving environment in the family to strengthen the emotions of parents and children, especially during the COVID-19 pandemic which requires children and parents to be at home all the time. In encouraging the quality of learning in early childhood, parental cooperation and support is needed. Cooperation and parental support during the COVID-19 pandemic, such as strengthening the cultivation of honest, responsible, confident, independent, polite, caring, cooperative, respectful, creative characters and so on. The main problem in developing character values in children is not consistent application of character in everyday life. It is better if the teaching of character values can

be done through real examples that can be seen and felt by children in everyday life. Homeschooling can be done with parental guidance. Even at home, students must be given positive and productive education. With the existence of very sophisticated digital advances, learning at home can be done online without meeting face to face with teachers and friends. With the COVID-19 outbreak, technological advances can facilitate life effectively and flexibly. For this reason, in optimizing the home study system to run well, good supporting facilities and infrastructure are needed, such as internet facilities in the form of study quotas, learning facilities such as computers or cellphones, and so on. This can be intended so that atthhome learning activities can run more. (Grage, NL & Berliner David, C. 2020).

There are three other main problems arising from online learning, including the following.

First, the decrease in the level of desire to learn. The learning process carried out at home, even though it is said to be a school, most students feel they do not have a strong motivation to study at home. The habit of educators paying attention to students directly at school, students' learning desires are relatively maintained. But when there is no educator, the awareness of wanting to learn decreases. This makes parents become impromptu educators for their children. While not all parents can become educators in learning for their children.

Second, increasing inequality. Online learning opens up opportunities for disparities or gaps in student learning. The ineffectiveness of formative tests, the absence of various evaluations, is enough to make students and educators lose reference to how far the learning is said to be successful.

Third, dropping out of school. Uncertainty about when normal school starts, makes students feel bored because they are constantly studying at home which seems bored and encourages wanting to quit school. The reasons for the absence of facilities, confusion in dealing with tasks/homework that are considered burdensome, as well as boredom pave the way for students who live in the midst of limitations to choose to work so that they can ease the burden on their families and support themselves.

The findings of the research above, the phenomenon of learning loss experienced by our students is caused by the effects of the pandemic that hit. Whereas the term learning loss itself can occur as a result of ineffective teaching. If you look at this, it is certain that long before the Covid-19 pandemic hit, our students have often experienced learning losses that the government, agencies and educators have never realized. The term learning loss seems to be a new term in the world of education in Indonesia. The implementation of the PJJ system by the government actually exacerbates the ineffectiveness of teaching. Apart from the weakness of our educators who are technology literate, there is also confusion that occurs as a result of government policies being taken which are still not relevant to the existing reality until finally the teaching delivered every day is only in the form of giving questions that torture our students. First, it is clear about the curriculum. The implementation of PJJ in Indonesia is very strange to see the curriculum that applies exactly as usual, where our students and educators are charged with the curriculum contained in the KI/KD (Core Competencies and Basic Competencies) not experiencing any changes at all even though class hours have been reduced so as to overcome this our educators take shortcuts by only giving questions.

Supposedly, if school hours are reduced, the materials taught must be in proportion. In my opinion, it would be better if from now on we teach our students the things that happen according to the reality that exists in society. Instead of just discussing lessons that actually don't provide benefits and are in the form of theory, it would be better if schools during this pandemic period teach their students to be able to survive and survive.

Second, it is time for us to develop a model of learning that is liberating and frees our students from being busy pursuing grades and rankings that actually make our students individualistic and socially insensitive. The role model of our education, which has an independent and free nuance, actually already exists in Indonesia through the Among system taught by our Father of Education, Ki Hadjar Dewantara. So instead of forcing children only to teach tasks that are given by force, it would be better if educators and students could communicate and elaborate on various things that exist in society and make our students better prepared to enter the community.

Third, of course there must be good collaboration between school institutions and all other educational institutions. School institutions make it possible to teach various kinds of subjects according to their duties but keep in mind that educational institutions are not only limited to schools but also have families and community roles that can help in the learning process of our students. Seeing the facts on the ground now, that parents just leave their children to the school without wanting to interfere in the learning affairs of students, even though in the middle of a situation like this, parents should play an active role in helping educators and students in the learning process. Likewise, the surrounding community should not be apathetic and turn a blind eye. The role of the community can be in the form of forming study groups and teaching things that are not taught by schools so that our students can be better prepared to be able to go directly to the community.

Schools should teach various values and norms that apply in society. Likewise, schools should make students more ready to participate in society, for that learning should prioritize freedom, independence and be more democratic which can guide students to become fully human.

CONCLUSION

The results of the research above prove that learning loss itself can occur as a result of ineffective teaching requiring representative media to support distance learning in non-formal education. The weakness of our educators who are technology literate in making learning media. First, the mitigation of learning loss is directed at the curriculum. The implementation of PJJ in Indonesia is very strange to see the curriculum that applies exactly as usual, where our students and educators are charged with the curriculum contained in the KI/KD (Core Competencies and Basic

Competencies) not experiencing any changes at all even though class hours have been reduced so as to overcome this our educators take shortcuts by only giving questions. Second, developing a learning model that is liberating and frees our students from being busy pursuing grades and rankings which actually makes our students individualistic and socially insensitive. Third, the development of learning media needed by teachers and students is media that is able to foster interest and improve student learning outcomes so that the delivery of material can be absorbed easily and well by students so that learning objectives are achieved.

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