

The Implementation Of *E-Learning* To Overcome *Learning Loss* In Covid-19 Post-Pandemic In Islamic Education At Al-Ma'arif Junior High Jombang-Jember

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Abstract.

The current state of the COVID-19 pandemic, which has entered the New Normal Era, has harmed education in the form of learning loss. This research examines of e-learning implementation to deal with learning loss in Islamic Education (PAI) subjects at al Ma'arif Junior High in Jombang Jember. This research applies a qualitative approach with study case type and analyzes data through the interactive technique of Miles, Huberman, and Saldana. This research concludes some states that e-learning implementation at al Ma'arif Junior High in Jombang Jember to deal with learning loss focuses on two things. First, upgrading the learning technology of al Ma'arif Junior High in Jombang Jember is centered on maximizing school web role. Second, increasing students learning motivation to follow the e-learning process that implemented by al Ma'arif Junior High in Jombang Jember. The Efforts to implement e-learning can be considered as one of the solution options that can be carried out by educational institutions to deal with the phenomenon of learning loss during the New Normal Era.

Keywords: E-Learning, Learning Loss, Covid 19, Islamic Education, Junior High

I. INTRODUCTION

This article intends to analyze the use of *e-learning* in dealing with learning loss conditions with the subject of Islamic Education (PAI). at Ma'arif Jombang Jember Junior High School, hereinafter referred to as al Ma'arif Junior High. The study of the phenomenon of *learning loss* today has attracted the attention of academics to be studied empirically-academic, starting from the impact of *learning loss* at the level of primary education (2021), secondary (2022), to university level (2022: 68-69). The perspective that is the basis for the study of these various researches lies in the axiological dimension of education that took place during the COVID-19 pandemic. The empirical reality in the form of the application of *online* during the pandemic is one of the main factors causing *learning loss* which is currently a global concern, especially for educators and education policymakers, as found in the research of Rhamdan (2021: 432), Pratiwi (2021: 147), or Nurhidayati (2021: 62-74). *Learning loss* has become a topic of concern for researchers, leaders of educational institutions, and policymakers, especially to measure how much learning has been missed by students since the pandemic hit in early 2020.

Haelermans stated that the major implication of the COVID-19 pandemic in the education sector is the decline in the quality of formal education which stems from the low quality of external support for students, which leads to a widening gap in *learning loss* at the student level (2022). Conditions of learning loss that occurs during the current New Normal Era trigger the emergence of various academic solutions offered through scientific research, such as Okoye's research which offers solutions to the problem of learning loss through the implementation of technology-based learning media (2021: 7225). Okoye's research is a logical scientific finding, especially considering the recent reality that the COVID-19 pandemic has brought consequences on the design of delivering learning messages from educators to students who rely heavily on e-learning based on the use of information technology and the internet. Although in other research it was found that e-learning is not the only factor that triggers learning loss, but is more triggered by the interruption of the educational process due to discontinuity of learning instructions, as the results of Skar's research (2021: 1-14).

II. METHOD

Through this descriptive explanation, this article focuses on how to use *e-learning* in dealing with *learning loss* at al Ma'arif Junior High in Jombang Jember, especially on the subject of Islamic Education (PAI) as one of the compulsory subjects at the educational institution. Therefore, this research uses a qualitative approach to examine, understand, interpret and give meaning to the reality of the education system at al Ma'arif Junior High in Jombang Jember which is based on the application of *e-learning*, as well as its utilization efforts in responding to *learning loss* in the New Normal era. at the moment. Therefore, in this context, the researcher uses the type of case study research intending to be able to describe and analyze the phenomenon in more detail. The data collection process was carried out using in-depth interview techniques (using *online interviews*), and documentation studies. While in the data analysis section, the author uses an interactive cycle model as described by Miles, Huberman, and Saldana with a series of processes starting from data collection, condensation, presentation, and data verification.

III. DISCUSSION AND RESULTS

Learning Loss Phenomenon in the New Normal Era

Judging from the terminology, *learning loss* can be interpreted as a state of loss of knowledge and skills, both in general and specifically. In other words, *learning loss* is a setback in academic progress caused by a gap or discontinuity in the educational process (2021: 147). The solution to the effects caused by the academic setback is urgently needed so that the larger negative impact due to *learning loss* can be suppressed. Moreover, when examining the research design (*Study design*) regarding the development *outcomes* and the potential *learning loss* released by UNESCO in early 2021 (2021). In this design, UNESCO research through the MILO (*Monitoring Impacts on Learning Outcomes*) presents the facts of learning discontinuities due to the revolutionary change from face-to-face design *in* physical classrooms, to *online* due to the COVID-19 pandemic. In addition, the UNESCO MILO project also presented a design for measuring the percentage of *learning loss* in students after the COVID-19 pandemic outbreak hit the world. UNESCO indicated that COVID-19 had reduced the progress of student progress and had an impact on *outcomes* carried out during the COVID-19 pandemic. Research scheme *learning loss* released by UNESCO.

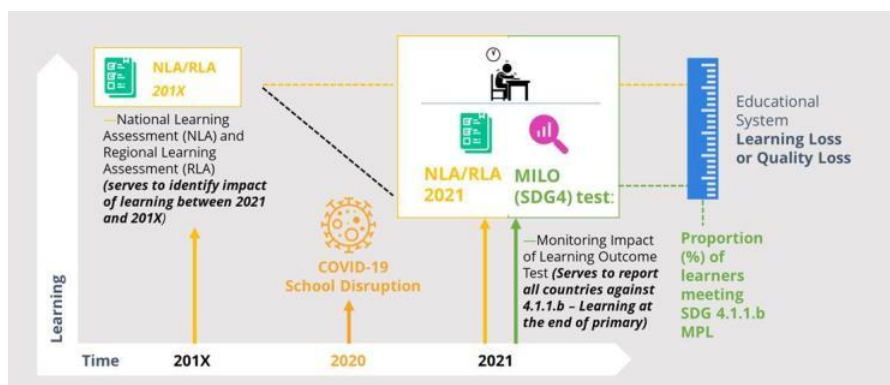


Fig 1. Learning Loss Scheme during Covid-19 Pandemic
(source: MILO Study of UNESCO)

In line with the UNESCO research design, the Strumpf Associates research report also responds to the sustainability of learning in the COVID-19 pandemic era by carrying out four design patterns that can be done to reduce the impact of *learning loss*. fact, the research also mapped out scenarios of learning patterns that were significantly considered capable of overcoming the impact of *learning loss* in the macro scope (2021). On the other hand, academics continue to strive to conduct empirical studies of the factors that cause *learning loss* today. Among the research findings that have been carried out, it is known that the contributing factor to the birth of *learning loss* is due to the postponement of education programs carried out by the central government as a formal-institutional policy, according to Turner's research (2020: 3346). This means that the government issues policies in the field of education which have an impact on the postponement of the learning schedule that should have been able to be done earlier. This finding is important to pay attention

to because *learning loss* caused a domino effect on the learning development of students during the pandemic in recent years. Apart from the various triggering factors behind the *learning loss*, a solution effort to solve *learning loss* remains a necessary thing.

Another analysis put forward by the researchers revealed that several indicators cause *learning loss*, including: (1). Lack of interaction between educators and students during the *online*; (2). The low quality of students' absorption of learning materials during the pandemic; (3). The limited duration of learning time and learning time of students during the *online* (2021: 485-501). Through this theoretical description, it is clear that the phenomenon of *learning loss* leads to a decrease in the academic abilities and skills of students caused by the discontinuity of the learning process during the COVID-19 pandemic. *Learning loss* is an unavoidable impact of the enactment of an *online* that has reduced the quality of learning values, from what students could previously obtain through face-to-face learning directly in class (2021: 171).

Post-Covid 19 and E-Learning Readiness at Al-Ma'arif Junior High in Jombang Jember

Indonesia, like other countries in the world, is facing the impact of the COVID-19 pandemic in various aspects of state life. On the educational aspect, COVID-19 has changed the academic atmosphere of students in a completely different way. According to UNESCO data, more than 186 countries have closed schools to prevent the spread of COVID-19. This has an impact on 73.8% of the world's student population. The latest data from UNESCO (1/12/2021) states, that 2,292,378,969 people with student status have become affected due to the regional closure policy implemented by each local government head. Indonesia itself is included in the "*country-wide closures*" with a total of 43,247,703 students affected (2021). The numerical data indirectly certainly brings changes that are not only felt by educators (2020: 92-100) and students (2020: 1-12) at certain levels and types of learning but also at the culmination point of the progress that students have achieved before the COVID-19 pandemic. 19. Students who experience a migration phase from one level of education to the next, such as those transitioning from high school (SMA) to higher education, or from higher education to employment expansion, will face certain challenges during the COVID-19 pandemic. 19 happened. These students will not be able to complete their education and school assessment processes in a normal way. In other words, changes in the pattern of academic policies applied by most educational institutions, force students to adapt to concrete, creative, and massive thinking patterns.

The dramatic exponential spread of COVID-19 has also made al Ma'arif Junior High Jombang Jember-AI change the technical pattern of learning applied to its students. The rapid spread of the pandemic is accompanied by the need for a fast response on all fronts, making this educational institution only have very little time to prepare a *distance learning*. In general, the researcher indicated that there were several points of preparation made by al Ma'arif Junior High in Jombang Jember in managing its education system during the COVID-19 crisis. *First*, technically, al Ma'arif Junior High in Jombang Jember ensures that its students have references and other supports that can still be used when carrying out the learning process at home. *Second*, administratively, al Ma'arif Junior High in Jombang Jember "tied the loose ends" by encouraging educators to complete the design of learning tools early. So, this is where the important role of educators in educational institutions, especially al Ma'arif Junior High in Jombang Jember, is in predicting and preparing the exam format to be submitted through applications used by students during the learning process from home. *Third*, the preparation and training of education personnel at al Ma'arif Junior High in Jombang Jember. This factor is important to be carried out by the educational institution in the context of the division of labor between administrative divisions so that the connectivity mechanism for educators can remain connected collectively.

No less important, the simultaneous and applicable updating of learning technology is also an important consideration factor for al Ma'arif Junior High in Jombang Jember. Such an option certainly requires the readiness of the institution as the person in charge of the education provider. It is undeniable that the spread of COVID-19 has led to such *rigidness* at the technical-implementation level in the field. Adaptation of learning patterns during the pandemic must still be carried out as well as possible by prioritizing the variants of student needs that differ from one another.

On the other hand, the education system built at al Ma'arif Junior High in Jombang Jember must consider special efforts to help students whose parents are not fully supportive, or whose home environment

is not conducive to learning. When students have a living environment that limits their learning activities due to the COVID-19 pandemic, parents and guardians of students certainly have their level of anxiety about the family's economic future so studying at home is not easy, especially for students with low motivation. Learning conditions that exist in such a home environment often do not have the equipment and connectivity that supports the smooth running of their children's learning activities which can add to new problems. Therefore, a learning approach that can be used as a solution option for distance teaching is to use asynchronous learning, either through Edmodo (2016: 180), Schoology (2019: 88-99), or e-modules based on android applications (2019). Like other educational institutions in Indonesia, Al Ma'arif Junior High in Jombang Jember also takes steps to prevent the spread of COVID-19 through efforts to inform, convince and maintain contact with students as well as parents and guardians of students. In addition, the school which is specifically designated for female students also continues to improve the school's capability in conducting distance learning processes. So it is common for Al Ma'arif Junior High in Jombang Jember to refer to UNESCO's policies regarding the implementation of distance learning which emphasizes more comprehensive strategic planning guided by mitigation needs and long-term goals (2020).

The need for mitigation carried out by Al Ma'arif Junior High in Jombang Jember, refers to guidelines regarding massive and active mitigation from the government (2008). In the education system designed by Al Ma'arif Junior High Jombang Jember-AI, there is an educational stake to prevent the spread of COVID-19 through socialization in various online media. Moreover, this educational institution already has internal school information media that can be searched via the web, thus enabling the institution's academic community to access information more easily and quickly. This is a passive mitigation step as well as concrete evidence of the readiness of the *e-learning* implemented by the Al Ma'arif Junior High School Jombang Jember educational institution. Meanwhile, the active academic mitigation efforts carried out by Al Ma'arif Junior High in Jombang Jember during the COVID-19 pandemic have not subsided, namely by implementing standard health protocols to prevent the spread of COVID-19, including the momentum for registration and acceptance of new students (PPDB) for the 2022/2023 school year and so on. Technically, this academically active mitigation step can be seen as a strategic effort made by Al Ma'arif Junior High in Jombang Jember in dealing with fluctuating educational situations such as in the current post-covid 19.

On the other hand, education regulations issued by the government during the COVID-19 pandemic have provided separate opportunities for academic activities at the Al Ma'arif Junior High School in Jombang Jember. The most important adjustment for educators at the school is the pattern of pedagogical adaptation in the form of digital learning. Educators at these educational institutions are accustomed to teaching in *real-time* they may have to make changes in teaching patterns to adapt to the conditions of the COVID-19 pandemic that is still happening. Educators at Al Ma'arif Junior High in Jombang Jember are expected to be able to take advantage of asynchronous learning. One of the Islamic Education (PAI) teachers said that:

“The current coronavirus pandemic that has hit all corners of the world has certainly brought major changes to the education system implemented in our schools. However, *Alhamdulillah* the school web facilities that we currently have, really help the learning patterns that we do for our students who are required to temporarily study from home. The learning that we do with routine meetings in class can be facilitated with *web learning* through our school website portal”.

For most aspects of learning and teaching, students at Al Ma'arif Junior High in Jombang Jember do not have to communicate through *distance learning* simultaneously. *Asynchronous working* gives educators flexibility in preparing learning materials and allows students to fulfill their learning assignments from home. Asynchronous learning, such as the one implemented at Al Ma'arif Junior High in Jombang Jember - works best in digital formats. Educators do not need to send materials or assignments at a fixed time. Learning activities in the form of teaching materials and assignments can be posted online and accessed on request. Interestingly, students can carry out distance learning according to their schedules. As an evaluation material, educators at Al Ma'arif Junior High in Jombang Jember can check their student participation regularly and make online appointments for students with a certain level of need or question. Thus, *e-learning* through asynchronous digital classroom activities such as those implemented at Al Ma'arif Junior

High in Jombang Jember can provide more space for creativity, both for educators and especially for students. Likewise, video-based learning is a concrete step as long as the COVID-19 pandemic has not subsided. This is in line with various educational policies issued by the government through the Ministry of Education and Culture. Epistemologically, video-based learning is an effective step for students to acquire new knowledge in a fun way. Of course, the video-based learning design cannot leave the important role of technology and the internet, whose implementation pattern on the side of students still requires guidance from professional educators. In this context, the role of educators is expected to be able to have competence in the field of utilizing information technology (2020: 61-69) so that they can transfer digital knowledge well to their students.

Therefore, it can be understood if the educators of al Ma'arif Junior High in Jombang Jember carry out their learning obligations based on two main objectives. *First*, maintaining the continuity of student learning direction so as not to get out of the corridor of the school's curriculum goals, including in this case the assessments/ tests prepared by educators during *e-learning*. *Second*, it is also important to keep students interested in learning by giving them tasks that are not monotonous - at least - with learning activities that arouse their curiosity about new things. This was revealed by one educator.

"One of the learning priorities that we carried out during this pandemic was through *online learning media*. Besides using the school web, we also take advantage of other applications such as *Whatsapp* and *Google Classroom*".

The ease of access to communication and the emergence of various variants of *online* become a separate supplement for the academics of al Ma'arif Junior High in Jombang Jember. The freedom to explore learning materials that can be obtained by students through *cyber learning media* can stimulate their curiosity for new knowledge outside the context of learning received at school. In another room, educators of al Ma'arif Junior High in Jombang Jember use *cyber learning media* to strengthen *e-learning learning* which has been the main learning medium at the school. The synergy based on the learning online through these pages, allow *the cyberlearning media* that have been explored by students to find common ground. School websites that provide knowledge, materials, and enrichment based on the institution's curriculum, can be explored into new knowledge by maximizing *cyber learning media* in its various variants. Moreover, the momentum of the New Normal Era, which conditions students to learn from home, provides more time and opportunities to do assignments and other learning patterns. This is what ultimately spurs the spirit of learning for generations of students and reduces the potential for negative *learning loss* during the learning process.

Learning Loss Phenomenon in the Post-Pandemic at Al-Ma'arif Middle School Jombang-Jember

The analysis of the implementation of *e-learning* in the world of education in the New Normal Era, which is now a global issue, has opened up opportunities for *learning loss* amid the ongoing learning process. This phenomenon has led to *points of view* for educational institutions including al Ma'arif Junior High in Jombang Jember to constantly *upgrade* learning designs and accompanying curriculum tools, to realize learning goals and produce creative, innovative, and adaptive learners with dynamics. progressivity of the times. This description leads to a point of consideration regarding the possibility for al Ma'arif Junior High in Jombang Jember who was previously accustomed to the rhythm of face-to-face teaching in classrooms, to be able to adapt to the teaching mode by taking advantage of some assistance and special arrangements made by the institution during the COVID crisis. -19 happened. In the space of consideration, education policy in the form of using *e-learning* as a strategy for delivering learning messages to students will meet its progressivity along with the emergence of the New Normal Era. The renewal of digital-based teaching media is increasingly accelerating, and educational institutions will organize their institutions more systematically to pursue aspects of technology-based learning which are currently the main option.

Therefore, the role of *e-learning* in the vortex of the New Normal Era learning situation is a vital element that should be considered in its optimization aspect. Moreover, the current condition of the New Normal Era has presented logical academic implications in the form of *learning loss* for students. Al Ma'arif Junior High in Jombang Jember as an educational institution that focuses on the use of *e-learning* in the

education process that has been implemented so far, has special efforts in responding to fluctuations in the central government's curriculum policy, as well as efforts to mitigate the negative impact of *learning loss* that surfaced along the process. New Normal Era learning. Uniquely, *the e-learning* of Islamic Education subjects that had been implemented by al Ma'arif Junior High in Jombang Jember through the teachers experienced a continuous *upgrading* as an adaptive effort to the potential presence *learning loss* of students both of these efforts, *upgrading* and adaptive response, al Ma'arif Junior High in Jombang Jember rely on the development of students through the synergy between learning technology at al Ma'arif Junior High in Jombang Jember and increasing student motivation. The researcher analyzes the interactive relationship between the two through two aspects.

First, the learning technology used by al Ma'arif Junior High in Jombang Jember is constantly developing features and content in it. This is done by the IT team of al Ma'arif Junior High in Jombang Jember continuously and gradually. The researcher indicated that the effort to develop literature: *upgrading*-al Ma'arif Junior High in Jombang Jember had a practical purpose to facilitate the academic community of the institution in carrying out academic-administrative activities during the New Normal Era learning period. Implicitly, the effort to *upgrade* learning technology at al Ma'arif Junior High in Jombang Jember can also be seen as an effort to promote the institution to the wider community. Thus, the effort to develop the dimensions of learning technology at al Ma'arif Junior High in Jombang Jember has a double benefit that produces resonance for the al Ma'arif Junior High Jombang Jember-AI academic community as well as for the wider community.

Second, the adaptive response of al Ma'arif Junior High in Jombang Jember through *upgrading* its technology is also adapted to efforts to increase students' learning motivation in undergoing *e-learning* during the New Normal Era. This writer examines based on the classification of specializations made by the educational institution for its students. Obviously, the two efforts made by al Ma'arif Junior High in Jombang Jember as the author described, in reality, it has provided a solution to the problem of *learning loss* that occurred in the educational institution. Of course, the efforts of al Ma'arif Junior High in Jombang Jember in synergizing its learning technology with the development of the interests of its students is still the first step that needs to be further developed in its aim to produce quality education *output* and able to adapt to the dynamic pattern of educational development in the New Normal Era.

IV. CONCLUSION

Based on this description, it appears that *learning loss* has become an unavoidable phenomenon in learning in the COVID-19 pandemic era. Globally, *learning loss* comes down to a decrease in the academic ability and skill level of students due to the discontinuity of the learning process. *E-Learning* implementation for Islamic Education (PAI) subjects at al Ma'arif Junior High in Jombang Jember found implementation synergy during the current pandemic of the New Normal Era. The response of al Ma'arif Junior High in Jombang Jember which is strung together in two adaptive efforts to utilize *e-learning* is an important element that can be considered in dealing with *learning loss*.

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