International Journal of Education, Vocational and Social Science
https://e-journal.citakonsultindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

It's Fun To Overcome *Learning Loss* At Sd Negeri 16 Banda Aceh

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Abstract

This Best Practice was carried out to find out whether the implementation of assistance to teachers in applying reverse learning can restore learning after learning loss occurs at SD Negeri 16 Banda Aceh. Effectively the application of the assistance method is carried out for class teachers and subject teachers in their own schools for the following reasons: 1) The teacher is the main actor in learning activities, 2) Allows writers to provide ongoing guidance and assistance, 3) Easy to coordinate. Implementation of best practices that are carried out to facilitate the resolution of learning loss problems in schools, the authors need to provide assistance to 18 teachers as the main actors of learning activities in schools. 1) the implementation of assistance to teachers in implementing reverse learning at SD Negeri 16 Banda Aceh has been able to develop teacher competence in designing digital media in the form of classroom learning videos. 2) The application of teacher assistance by applying reverse learning to teachers is seen as effective in learning recovery after learning loss occurs in students at SD Negeri 16 Banda Aceh. 3) parents of students are actively involved in learning the reverse learning model applied in schools. 4) students are trained to study independently at home. The results obtained from the impact of the assistance activities have increased the quality of learning with marked student achievements that won city and national level champions.

Keywords : Assistance , application _ reverse learning and *learning loss*

INTRODUCTION

The Corona Virus Pandemic or what is commonly called the Covid-19 pandemic, which arrived at the beginning of 2020, really caught our attention. The visible impacts not only affect

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public health, but also affect the economy and education system in the country, including Indonesia. The corona virus, which has been indicated since the beginning of March in Indonesia, has quickly spread to almost all provinces in Indonesia, including the province of Aceh. In an effort to prevent the spread of the virus during the Covid -19 pandemic, the government issued a policy to limit all activities outside the home that risk gathering large numbers of people or crowds. With this policy, we are also required to be able to find new ways to be able to carry out activities without having to leave the house, the same goes for the education system. The government urges schools to carry out learning from home, which is called distance learning (PJJ) with online mode, this is in accordance with Circular Letter No. 3 of 2020 from the Minister of Education and Culture which recommends that all activities in educational institutions must keep their distance and all material delivery will be delivered at their respective homes.

In response to the above, SD Negeri 16 Banda Aceh implements distance learning (PJJ) as an effort to prevent the spread of Covid-19 with online modes and Limited Face-to-Face Learning (PTMT) with half the number of student attendance than usual in the New Normal Era in accordance with the directives government as stated in the Circular Letter of Perwal City of Banda Aceh No. 51 of 2021 regarding the implementation of limited face-to-face meetings.

When limited face-to-face learning took place, SD Negeri 16 Banda Aceh implemented learning with a *hybrid system* where schools served limited face-to-face learning as well as online learning.

Conditions like the above present new problems in the world of education, as experienced by SD Negeri 16 Banda Aceh, namely the loss of optimal learning opportunities (*learning loss*) for students. Where students are currently in a condition of losing a small part or a large part of knowledge and skills in academic development caused by the cessation of the learning process in the world of education as it should.

Apart from having an impact on students, teachers also experience problems in serving the learning process at school, where the decreased enthusiasm for student learning is accompanied by reduced student learning progress after 1 (one) year of the pandemic. (2019/2021 analysis) so that it becomes a complaint for teachers with the current learning system. According to the author's observations and evaluations, conditions like these have resulted in *learning loss* at SD Negeri 16 Banda Aceh.

The results of the Ministry of Education and Culture's research show that before the pandemic, learning progress for one year (1st grade) was 129 points for literacy and 78 points for numeracy. After the pandemic, learning progress during grade 1 was significantly reduced (learning loss). For literacy, (learning loss) is equivalent to 6 months of study, while for numeracy,

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(learning loss) is equivalent to 5 months of study. This data is the result of research by the Ministry of Education and Culture, which was taken from a sample of 3,391 elementary school students from 7 districts/cities in 4 provinces, in January 2020 and April 2021.

The students of SD Negeri 16 Banda Aceh experienced the same thing, where during the pandemic students experienced enthusiasm for learning. which decreased, as seen from the reduced class activity in both online and limited face-to-face learning, students also experienced minimal learning opportunities so that material achievement was felt to be less than optimal. This has an impact on student achievement which has decreased from previous years. The results of observing the learning process during the pandemic and analyzing the average value of student reports in the 2018/2019, 2019/2020, 2020/2021 school year which was carried out routinely at the end of the school year (June) experienced a drastic decrease during the learning period. pandemic. This is due to the loss of optimal learning opportunities such as the results of interviews conducted with class teachers on student attendance, enthusiasm for learning, learning opportunities, material achievement, activeness in class and student achievement during the pandemic.

Responding to the problems mentioned above, the author as the Principal feels the need to carry out assistance, namely helping fellow teachers in their professional duties to make changes to the learning system in an effort to overcome *learning loss* at SD Negeri 16 Banda Aceh.

LITERATURE REVIEW

assistance

According to the Big Indonesian Dictionary, the meaning of assistance is the activity of assisting (assisting someone in their professional duties). Assistance or Peer Assisted Learning (PAL) can be defined as a learning method for people from the same (equal) social group who are not professional teachers, helping each other to learn and teaching themselves by teaching (Toping, 1996).In assistance activities, mentors can carry out mentoring processes or conversations that have meaning to encourage or provoke creative thoughts and ideas to maximize the potential of both individuals and professionals towards the desired goals."

The success of the assistance process does not only depend on the competence of the assistant, but also the commitment of the teacher being accompanied. Therefore, usually before the assistance process takes place, that is, there is an initial agreement on " activity assistance is carried out in several stages on an ongoing basis to achieve the best goal in this case in accordance with the problems above as overcoming the occurrence of *learning loss* at SD Negeri 16 Banda

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Aceh.

Learning Model *Reverse learning*

Learning model Reverse learning is a learning model in which students before studying in class study the material first at home according to the assignments given by the teacher. This method is also used by teachers when there are students who are not present in class for some reason. Teachers can make videos or prepare other teaching materials for students to learn when students are not in class.

Jon Bergmann & Aaron Sams, 2019: 4. Argues that basically the concept of the *Reverse Learning Model* is to reverse learning activities, namely learning activities that are usually completed in class can now be completed at home and learning activities that are usually done at home can now be completed in class . Students read material, watch learning videos before they come to class and they start discussing, exchanging knowledge, solving problems, with the help of other students and the teacher, training students to develop procedural fluency if needed, inspiring and helping them with challenging projects by providing greater learning control.

Halili, Razak, & Zainuddin, 2019: 6. The results of this study indicate that the *reverse learning model* opens opportunities for serving various student learning modalities. That is, assignments in reverse learning allow the teacher to reference various types of content (text, video, animation, audio, simulation, etc.) and then students can choose according to their dominant learning modality.

Based on several references about the benefits and advantages of the reverse learning model, it can be identified the advantages (benefits) of the reverse learning model, including:

a. Students are better trained to learn independently and utilize Learning Resources.
b. Students have full opportunity to do their assignments with the assistance of educators, as well as the involvement of parents as second teachers
c. Students have the opportunity to get more guidance and facilitation from educators.
d. The teacher can ensure that each student understands the concept/material presented before moving on to the next material.
e. The teacher has the opportunity to review the lesson plans that have been implemented.
f. Students can review reading materials/videos/multimedia learning at any time, especially for students who are absent (not attending school).
g. Established good communication between teachers and students.

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h. Educators can increase student engagement through variations in student interaction with content or learning materials, students with students, and students with educators.
i. Efficient, because students are asked to study material at home, so that when in class, students can focus more on their difficulties in understanding the material or their ability to solve questions related to the material.

Learning loss

According to Michelle Kaffenberger, 2021. The impact of *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 recovery of learning ability first. Based on his research, the impact of global *learning loss* on students is very large for students who are in elementary school.

Anita Lie, 2010. Learning loss is a concept that is defined as the absence of optimal learning processes carried out in schools. The learning process is not optimal, it will result in the results of the information obtained by students and student learning outcomes which are also not optimal. Thus, learning loss will have an impact on the quality of human resources that will be born in the years during the co-19 pandemic. Based on his description above, it can be concluded that this is an inhibiting factor in achieving educational goals. Therefore, solutions that have been planned in advance by carrying out assistance in using reverse learning models for students.

RESEARCH METHODS

Responding to problems that occur in schools, namely *learning loss* when online learning and face-to-face learning are limited, the authors direct teachers to apply *reverse learning* where students before studying in class study the material first at home according to the assignments given by the teacher who is considered appropriate in overcoming the loss of student learning opportunities (*learning loss*) at school, where even though students are not fully able to carry out face-to-face as a whole at school, students are asked to study the material at home, so that when in class, students can more focusing on their difficulty in understanding the material or their ability to solve problems related to the material . The application of this model cannot be separated from the guidance and assistance carried out by the author on an ongoing basis through the *Assistance method* which began in July to September 2021 and January to March 2022 as a follow-up to the evaluation he carried out at SD Negeri 16 Banda Aceh.

Effectively the application of the assistance method is carried out for class teachers and subject teachers in their own schools for the following reasons:

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1. The teacher is the main actor in learning activities,
2. Allows the author to provide ongoing guidance and assistance,
3. Easy to coordinate.

RESULTS AND DISCUSSION

Along with the application of reverse learning at SD Negeri 16 Banda Aceh, several innovations have been raised by teachers to optimize the implementation of reverse learning , one of which is the teacher making learning videos as materials or materials given to students at home.

At the beginning of the application, the teacher only gave limited material to the teaching materials prepared by the teacher, during the assistance process In progress, the authors found problems where students felt bored with these materials in the form of reading. Along with the assistance process that the author carried out, the teacher began to choose teaching material videos on *YouTube* as teaching materials, besides being attractive in appearance, students also got the content of the material in a straightforward manner.

However, sending videos from *YouTube* sometimes does not match what is an indicator of achievement in class material, so this triggers the writer to find the best solution to solve the problem. The author is interested in assisting teachers in making learning videos by utilizing several currently available applications, starting from the process of recording, editing and to facilitate access to these videos, link them to the school's YouTube link so that students look more enthusiastic in learning the material conveyed by the teacher through learning videos.

Indirectly, the implementation of teacher assistance in implementing reverse learning at SD Negeri 16 Banda Aceh can develop teacher competence in designing learning with digital media in the form of classroom learning videos.

The writer who acts as a companion gives understanding to the teacher to be able to create meaningful experiences for students in learning activities. Creating meaningful experiences can be done in three ways: (1) creating an ecosystem for learning, (2) creating contextual experiences, (3) creating a great sense of curiosity. To support this, the learning model chosen must be able to align with the current generation, which is called generation Z, namely those born over 1995.

The *assistance process* carried out in the 2021/2022 academic year has become a major part of efforts to restore student learning as a form of solving the problem of *learning loss* at SD Negeri 16 Banda Aceh. Changes in the aspects of student attendance, learning opportunities, enthusiasm for learning, material achievement and activeness in class which appear to have a

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significant impact on increasing student average scores at the end of the 2021/2022 school year.

Implementation of Best Practices

To make it easier to overcome the occurrence of *learning loss* in schools, the author needs to provide ongoing assistance (assistance) to teachers as the main actors in learning activities in schools. Assistance was chosen because the principal sees more potential in the teachers at SD Negeri 16 Banda Aceh that we can upload inspiring thoughts and creativity to maximize their personal and professional potential. Assistance Activity Steps: In the early stages of implementing assistance, the author analyzes the problems that occur in schools as the cause of the current *learning loss* . The author discusses the initial conditions at school with teachers, where learning activities that occur both online and PTMT are not optimal. The following are the results of interviews with teachers regarding the conditions of learning in schools

Preparation

After conducting an initial analysis of the causes of learning loss in students at SD Negeri 16 Banda Aceh, the next step is preparation. In the preparatory stage, the author conducts socialization regarding *reverse learning* which will be applied in an effort to prevent *learning loss* at school.

Reverse learning or often called reverse class is the model chosen to balance learning activities both at home (*asyncronus*) and learning in class (*syncronus*). "Reverse learning, divided into three activities, namely, before class begins (*pre-class*), when class begins (*in-class*) and after class ends (*out of class*). Before class starts or when at home, the teacher asks students accompanied by their parents as the second teacher at home to study the material to be discussed, in this stage the ability that students are expected to have is to remember and understand the material. Thus when class begins students can apply and analyze material through various interactive activities in class, which are then followed by evaluating and working on certain project-based assignments for high grade students according to material needs as activities after class ends.

Implementation

The teacher carries out reverse learning in learning activities at school according to these stages. When students are at home, students study the material to be discussed by noting important points or topics, making questions referring to *other high thinking skills* (hots) from the

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material as material for face-to-face discussion in class as shown below.

Meanwhile for early grades, especially grades 1 and 2, learning activities at home are accompanied by their parents as the second teacher. The teacher prepares materials or reading materials because the early grades are still focused on growing students' interest in reading, and parents will accompany the implementation process. When in class, students retell what they read or listen to reading at home, then answer questions about the reading. Various different answers will appear from students because the books read are also different. So that this fosters the curiosity of other students about the contents of the books that are told by their friends in class. This condition fosters an attitude of sharing with students by lending their reading to friends at school.

Mentoring

The mentoring process takes place when the teacher applies reverse learning, at this stage the author explores the teacher's ability to optimize the application of the learning model. The author always accompanies teachers and analyzes activities to be conveyed in follow-up and mentoring to motivate teachers in implementing reverse learning so that it is truly appropriate in solving learning loss problems in schools.

Evaluation

From the assistance activities to teachers at SD Negeri 16 Banda Aceh, there were significant changes in students and learning activities at school. After the process takes place, the teacher feels that by implementing reverse learning, it makes it easier for the teacher to manage learning in class, where students are seen to be active in conveying material that has been studied at home, students are more independent in learning and accustomed to conveying their ideas. This activity provides different and varied learning experiences so that it stimulates students' interest in learning, helps students work through difficult concepts, is not limited in time, provides very broad access to information, makes the learning process more interesting and makes it easier for teachers to carry out assessments with integrity.

The following are the results of interviews with teachers regarding the learning conditions at school after the implementation of assistance by the author as the principal of the teacher in implementing the reverse learning model at SD Negeri 16 Banda Aceh

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Impact on the School Community

Application of ASIK coping strategy *learning loss* at SD Negeri 16 Banda Aceh has shown significant results. This will also have an impact on student achievement in 2021/2022 and 2022/2023 :

1. Fairiz Al Farisi (2021), Bronze Medal in mathematics at the National Science Olympiad (POSI) at the elementary/mi level in Indonesia.
2. Wajihul Al Lukman (2021), 3rd place winner in the field of calligraphy in a literacy competition for elementary schools throughout Banda Aceh City.
3. Yasmin Aisha Faiha (2021), Bronze Medal in English at the Indonesian Science Competition (KSI) at SD/MI levels throughout Indonesia.
4. Siti Zackiyah (2021), Bronze Medal in Mathematics at the Indonesian Science Competition (KSI) and Bronze Medal in Mathematics at the Madrsah Science Competition (MSC) at the SD / MI level throughout Indonesia.
5. Fairiz Al Farisi (2021) Bronze Medal in Mathematics at the Provincial Science Competition (KSP) SD / MI level in Aceh.
6. Yusuf Al Fathin (2021), 1st place winner in the science field integrated with the Madrasah Science Competition (KSM) at the Regency/City SD/MI level.
7. Aliyya Qisthi Tsaqib (2021), Bronze Medal in Science Science Olympiad Math Ecoscience General Applied (OMEGA #3) at Elementary / MI level in Indonesia.
8. Teuku Maulana Al Farisi (2021) Bronze Medal in Mathematics Olympiad Math Ecoscience General Applied (OMEGA #3) at SD/MI level throughout Indonesia.
9. Fairiz Al Farisi (2021) Bronze Medal in Integrated Mathematics for Madrasah Olympiad Countest (MOC) at SD/MI level throughout Indonesia.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

1. The application of teacher *assistance* by carrying out reverse learning has been shown to be effective in overcoming *learning loss* in students at SD Negeri 16 Banda Aceh
2. Reverse learning activities require teachers to be more creative and innovative in designing learning, especially when students are at home
3. Through the implementation of assistance, teachers have been able to design learning videos for their respective classes.

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4. Parents of students are actively involved in reverse learning by acting as second teachers at home.
5. Students are trained to study independently at home.

Recommendation

The implementation of the *Assistance strategy* for teachers at SD Negeri 16 Banda Aceh through the stages of Problem Analysis, Preparation, Implementation, Guidance, and Evaluation has succeeded in increasing the ability of teachers to manage optimal learning as a form of effort to carry out learning recovery by overcoming *learning loss* at school .

The implementation, which is in the form of mentoring and not patronizing, is highly recommended and recommended to other school principals to apply this strategy to solving problems faced in schools, especially in the management aspect.

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