



Learning Loss Dynamics in Grade II Islamic Education Learning at SD Muhammadiyah Pahandut Palangka Raya

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Abstract: *The loss of learners' ability to receive knowledge transfer from teachers during the learning process is called learning loss. This phenomenon can cause the loss of students' abilities in the cognitive, affective, and psychomotor domains. This study aims to look at learning loss in PAI learning at Muhammadiyah Pahandut Elementary School in Palangka Raya City. The research method used is a case study with a descriptive qualitative approach and field research. Data collection techniques were observation, interview, and documentation. While data analysis techniques use source triangulation, data validation techniques include data collection, reduction, presentation and conclusion drawing. Based on the results of this study, it was found that there was a learning loss, there were students who were not fluent in reciting the Koran, difficulty in writing Hijaiyah letters and difficulty understanding PAI learning materials related to Jurisprudence material.*

Keywords: *learning loss; PAI learning; student.*

Dinamika Learning Loss dalam Pembelajaran PAI pada Kelas II SD Muhammadiyah Pahandut Palangka Raya

Abstrak: Hilangnya kemampuan peserta didik untuk menerima tranfer ilmu dari guru selama proses pembelajaran disebut dengan learning loss. Fenomena ini dapat menyebabkan hilangnya kemampuan peserta didik pada ranah kognitif, afektif, dan psikomotorik. Penelitian ini bertujuan untuk melihat learning loss pada pembelajaran Pendidikan Agama Islam (PAI) di SD Muhammadiyah Pahandut Kota Palangka Raya. Metode penelitian yang digunakan yaitu studi kasus dengan pendekatan kualitatif deskriptif dan jenis penelitian lapangan (*field research*). Teknik pengumpulan data dengan observasi, wawancara, dan dokumentasi. Sedangkan teknik analisis data menggunakan triangulasi sumber, adapun teknik pengabsahan data meliputi pengumpulan data, reduksi, penyajian dan penarikan kesimpulan. Berdasarkan hasil penelitian ini ditemukan bahwa terjadi learning loss terdapat peserta didik yang belum lancar mengaji, kesulitan dalam menulis huruf hijaiyah dan sulit memahami materi pembelajaran PAI berkaitan dengan materi Fikih.

Kata kunci: learning loss; pembelajaran PAI; peserta didik.

1. Introduction

Learning loss does not only arise after online learning, because the learning process that was originally in the classroom changes to the virtual space. Indeed, the phenomenon of learning loss in students can be measured by the difficulties experienced in understanding the subject matter or not being able to implement the knowledge gained from the teacher. In short, students who cannot grasp the learning material from the teacher will lose knowledge and skills, called learning loss. The issue of learning loss for students started to return when distance learning was introduced. Online learning is considered less effective and shifts the role of teachers in the learning process which cannot be replaced by any

modern technology. Sudjana in Lubis, (2020) said that many human elements can only be taught by teachers, such as attitudes, value systems feelings, motivation, habits and others. The learning process that involves teachers and students directly will also build emotional bonds and interests between the two.

But on the one hand, in order to welcome Islamic Education 4.0, inevitably all the latent problems above must be able to find a way out. If not, it will be difficult if reluctant to say impossible to realize Islamic education that is contextual to the times. Therefore, as stated above, it is necessary to reform and renew all aspects of Islamic education. Borrowing Rhenald Kasali's term, there are three steps that Islamic education must take in this 4.0 era, namely

disruptive mindset, self-driving, and reshape or create (Hamdanah et al., 2024).

UNICEF in 2020 released research results that illustrate the devastation of the world's education situation. Learning loss is the main threat that UNICEF is focusing on. In early April 2020 or a month after COVID-19 was declared a pandemic, 91 percent of schools in the world experienced closures. The percentage then decreased to 61 percent in July 2020 (Wardhani et al., 2021). A World Bank research shows that too long distance learning and the length of time schools are closed are important causes of learning loss. The research shows that if the effectiveness of distance learning is reduced by 40 percent, there will be a learning loss of up to 6.9 years. If the effectiveness of learning is reduced by 20%, the learning loss will reach 6.7 years. If the learning effectiveness is reduced by 10%, the learning loss will be 6.6 years (Kohar, 2021).

Based on this research, learning loss still exists, considering that the effectiveness of online learning at every school level must be different. Another thing that needs to be considered is the fact that every child has different levels of intelligence and memory. Learning loss is shown through the symptoms of students who experience a decline in learning achievement, a decrease in students' intellectual skills, students' lack of skill in understanding the material taught and experiencing psychological pressure in learning activities (Terayati, 2020). (Cerialia et al., 2021) mentioned that the main condition of learning loss is felt by lower grade students who should get extra or stronger supervision than upper grade students who have received previous knowledge. Research by (Savitri, 2022) regarding case studies of reading learning difficulties for elementary school students, the impact of learning loss, found cases of grade II elementary school students who had difficulty learning to read after prolonged online learning. However, when three practices were carried out including visual memory, phonological memory, and semantic memory, there was a significant increase but not too much.

Another research by Saputra and Fernandes focused on a case study of class XII students at SMA Negeri 2 Gunung Talang regarding the school's strategy to overcome learning loss after the Covid-19 pandemic. The results of this study show that the strategies carried out include optimizing intracurricular, co-curricular and extracurricular activities. The same research conducted by (Mahendra et al., 2022) discusses learning loss in elementary schools in CALISTUNG learning. This is due to a decrease in

students' understanding due to distance learning. Whereas religious knowledge answers fundamental questions about the purpose and meaning of human life (Anwar & Surawan, 2024). Broadly speaking, this study aims to find and describe learning loss that occurs in three domains, namely cognitive, affective and psychomotor domains in PAI learning at Muhammadiyah Pahandut Elementary School in Palangka Raya City. Learners must master the material in religious learning even though they are still at the elementary school level. Observations conducted by researchers found that students in the class still could not read the Qur'an properly and correctly. Learners also have difficulty understanding learning materials due to certain factors.

2. Research Methods

This research uses a descriptive qualitative approach with a case study method (Mazrur et al., 2023). A case study is a study in which researchers explore a particular phenomenon (case) in a time and activity (program, event, process, institution or social group) and collect detailed and in-depth information using various data collection procedures during a certain period (Wahyuningsih, 2013). Researchers use a qualitative approach because in qualitative research to collect information involves direct participation, in the form of in-depth interviews, field observations, and review of documents that cause research. The research used is a type of field research (Ibrahim, 2015).

Data collection techniques with observation, interviews, and documentation. While data analysis techniques use source triangulation, data validation techniques include data collection, reduction, presentation and conclusion drawing. This research took place on Jl. Ulin No.27, Panarung, Kec. Pahandut, Palangka Raya City Prov. Central Kalimantan, for 3 months (January-March 2024) with research subjects 5 (five) students of class II-A who experienced learning loss and 1 (one) informant, namely PAI subject teacher. The object of this study is learning loss in PAI learning at the elementary school level.

3. Results and Discussion

Donnelly & Patrinos (2022) state that learning loss is a situation where students experience a decrease in their ability in knowledge and skills. Professor of the Islamic University of Indonesia (UII) Edy Suandi Hamid said that learning loss is simply the loss of academic ability of knowledge or skills by students (Alangkara, 2021). This is in line with Alonemarera (2022) opinion, which states that

learning loss refers to the loss or decline in students' academic abilities due to disruption, even the cessation of the learning process. Stopped learning causes student interaction with the teacher to be reduced, teaching becomes ineffective, students lose learning opportunities and eventually experience a regression of knowledge. This opinion is also reinforced by Budi et al., (2021) who explain that learning loss is the limitation or loss of knowledge and abilities both in general and specifically which will refer to academic development. This learning loss generally occurs due to gaps in student education. Ningsih (2022) revealed that learning loss is prone to occur in low-grade students who need special attention. Ningsih's opinion is also reinforced by Teristonia et al., (2022) which states that the condition of learning loss in elementary schools is still said to be high.

According to Bloom in Meilani et al., (2021), educational goals should refer to three domains, namely cognitive, affective, and psychomotor. Therefore, childhood is one of the most important stages in human development. What the child sows now will bear fruit, and when the child is an adult, he will feel the results (Surawan, 2020; Hamdanah et al., 2023). Learning loss in PAI learning certainly occurs in these three aspects, namely cognitive, affective, and psychomotor. Religious learning (in general) is learning that must exist at every level of education, starting from the early age level to the university level. Islamic religious education learning in Madrasahs is elaborated into four subjects, namely Aqidah/Akhlak, Al-Qur'an/Hadith, Jurisprudence, and Islamic Cultural History. Whereas in schools, Islamic learning is only elaborated in one subject called Islamic Religious Education and Cultivation (Lubis et al., 2020). The scope of Islamic learning at Muhammadiyah Pahandut Elementary School includes Akidah, Akhlak, Fikih, and Sirah. Learning loss in PAI learning occurs in the cognitive and psychomotor domains.

Learning loss in the cognitive domain is experienced by class II-A students in material related to fiqh. According to Mr. S as the PAI subject teacher, students have difficulty understanding the material, answering, and analyzing the transfer of knowledge. Learners also often lose focus when learning so that it has an impact on the level of understanding of the material being taught. This is in line with research by Nafiati, (2021), that students' focusing power affects the taxonomy of the cognitive domain. If students cannot concentrate on learning, it is certain that they experience

learning loss. This is also reinforced by the research of Hanafiah et al., (2022) which explains that learning loss occurs because students have difficulty concentrating on learning at home and complain about the difficulty of doing assignments from teachers, besides that increased stress and boredom due to continuous isolation have the potential to cause anxiety and depression for children. As for the teachers, they have difficulty managing PJJ and tend to focus on completing the curriculum, as a result learning time is reduced, so that teachers cannot meet the teaching hour load. Meilani et al., (2021) stated that cognitive is a behavior that emphasizes intellect, such as knowledge and thinking skills. If students are unable to process the knowledge gained, thinking skills will also be hampered and learning loss occurs. This is as stated by Muzdalifa (2022) who states that learning loss is a condition of loss of knowledge and skills in academic development that occurs due to the cessation of learning in the world of education.

Based on the findings of researchers, learning loss in the cognitive domain that occurs in the subject of Islamic Religious Education and Ethics in Class II at SD Muhammadiyah Pahandut Palangka Raya according to Mr. S as the teacher of Islamic Religious Education and Ethics.

First, the passivity of students to ask the teacher. Learners tend to ask their peers in understanding questions and explanations from Mr. S. Whereas in cognitive principles, learner activeness is a form of necessity. This is seen as part of the teacher's success in transferring knowledge and the extent to which students remember, understand, apply, analyze, evaluate and create (Nafiati, 2021).

Second, the cognitive domain emphasizes thinking skills (Meilani et al., 2021), but what Mr. S revealed was that student, when given questions, looked for answers in books only. If students do not find the answer, with the help of parents, they choose to browse the internet. Of course, in this condition, students show learning loss because they rely more on easy access to information on the internet which is not matched by their thinking skills. Mr. S's statement can also be understood if at this time students lose knowledge skills because they are accustomed to the online learning system. This information is then corroborated by students in class II, where they admit that during online learning they rarely do assignments, do not understand the explanation from Mr. S but do not have the desire to ask, choosing to learn through books and the internet independently. Mr. S actually in the

Learning Implementation Plan (RPP) provides an opportunity to ask questions.

Third, students have difficulty when memorizing hijaiyah letters. In the observations that researchers made when watching students read hijaiyah letters, it was seen that not all of them could pronounce well and correctly. This then makes it difficult for students to memorize without Latin letters. Meanwhile, the cognitive domain has a function of memory and memory. But from the observations made, students lose focus which results in learning loss in the taxonomy of the cognitive domain, namely remembering (Nafiati, 2021).

In his interview, Mr. S revealed that learning loss in the cognitive domain of students definitely occurs because they are still adjusting face-to-face learning in the classroom after online learning. Meanwhile, regarding in what cognitive domain students experience learning loss, it is known in more depth in Mr. S as the subject teacher that learning loss in the cognitive domain experienced by students has an impact on their grades which still have not reached the Minimum Completion Criteria (KKM) and Midterm Assessment (PTS).

Based on interviews with Mr. S and students who experience learning loss and observations that have been made, the form of learning loss in grade II students at SD Muahmaidayah Palangka Raya in the cognitive domain is the ability of students to understand the material, answer and understand questions, and memorize Hijaiyah letters. The outline that researchers can draw from the learning loss conditions found at SD Muhammadiyah Palangka Raya is that students receive the transfer of knowledge by the teacher is not complete. According to Hevia et al., (2022), the situation of these students illustrates the occurrence of learning loss or also defined as the loss of the learning process because students cannot understand the material provided. This condition is justified by students in class II-A from interviews conducted that they often do not understand the explanation from the teacher.

Furthermore, learning loss in the psychomotor aspect was also revealed by Mr. S that of the 23 students in class II-A, all of them were able to recognize hijaiyah letters, but there were 5 students who were still not fluent in reciting the Koran. This is in line with the results of research by Megawati and Rochman (2019) that the ability to read the Koran of students includes tartil, fashohah, and tajweed that must be mastered. If students still have not mastered these three aspects, the psychomotor of students in reading the Qur'an is still low. In addition, students in class II-A are also not fully able to

write the verses of the Qur'an contained in PAI learning materials. The ability of students in class II-A in reciting is still at the stage of reading only, and recognizing hijaiyah letters.

Qur'anic literacy activities, namely reading and writing, are very important for students in studying Islamic Religious Education because the main reference for studying Islam is through the Qur'an and then as-sunnah (Arianti, 2019). Islamic Religious Education is very identical to the Qur'an for that studying the Qur'an is mandatory for every Muslim, because it is by studying the Qur'an that Muslims can find out things about Islam. The importance of learning how to write and read the Qur'an properly and correctly is the first step to learning the contents of the Qur'an, because the Qur'an is the main source and reference for Muslims in studying Islam.

PAI learning itself aims to foster students' sense of Islam, foster a love of Islam, know more about Islam and learn Islam based on the Qur'an and as-sunnah or from clear references. This finding is in accordance with what Arif said that in studying Islam from various perspectives, an approach that is conceptually operational is needed to provide a view that Islam is very broad (Surawan & Fatimah, 2021).

According to Meilani et al., (2021), psychomotor emphasizes motor skills. The psychomotor domain can be interpreted as behavior related to the ability to move/act or skills that a person shows after receiving knowledge or experience as a response shown by his body movements. Based on the research data obtained, students who are not fluent in reading and writing the Qur'an can be categorized as experiencing learning loss. Whereas based on research by Lutfi et al., (2024) stated that they only study the Qur'an and read it, without seeing their own development to what extent their ability to read and understand how to read the Qur'an.

According to Mr. S, learning loss that occurs in the psychomotor domain includes the skills of students in depositing memorization at the specified time limit. This condition is caused because class II-A students at SD Muhammadiyah Palangka Raya are divided into two groups. The first group is students who are already fluent in reading hijaiyah letters and iqro, and the second group is students who are still learning to read hijaiyah letters and iqro. The difference in the ability of learners in reading hijaiyah and iqro letters affects the memorization skills of hijaiyah letters assigned by Mr. S. EL learners in their interviews stated that they had

difficulty memorizing because they were still learning to read hijaiyah letters. The same thing is also felt by WPS learners who are constrained to memorize because they are still learning to pronounce the hijaiyah letters.

Learners who are at this stage will get different grades referring to the fluency of depositing memorization, the use of tajweed, and deposit time. Different information was revealed by learners AS, MWK and RA who could already read hijaiyah letters. However, they still have difficulty pronouncing hijaiyah letters according to their makhrāj or tajweed.

The research of Junaidi (2011) states that al-Qur'an reading skills include, the skill of pronouncing letters in accordance with makharījul letters fluently, pronouncing words in accordance with the law of reading because it is a unity. The reading skills of students in class II-A according to Mr. S are still not fully fluent and precise, both in terms of pronunciation of letters and tajweed. Reading the Qur'an is the basis for students to be able to understand us holy so that by understanding the Qur'an well in order to create harmonious social relations and harmony between religious communities (Nurfahmi et al., 2023).

According to Mr. S, learners lose their skills in reading iqro or al-Qur'an as a result of online learning and lack of monitoring from parents. Many learners can read iqro but have difficulty when they have to read iqro or al-Qur'an according to the existing rules. This is in line with the results of research by Megawati & Rochman (2019) that the ability to read the Koran of students includes tartil, fashohah, and tajweed that must be mastered. If students still have not mastered these three aspects, the psychomotor of students in reading the Qur'an is still low. This reality shows that students experience learning loss according to Cerelia in Muthmainnah & Rohmah, (2022) losing students' knowledge and skills both in general and specifically academically.

This is in line with research by Pier in Donnelly & Patrinos (2022) which states that learning loss is a situation where students experience a decrease in ability in knowledge and skills. However, teachers should be able to prepare learning well, student cohesiveness when getting assignments, adequate package book facilities for students, parents accompanying students during learning, and learning more flexibly (Mariadi & Surawan, 2023).

4. Conclusions and Suggestions

The symptoms of learning loss in students do not only occur due to online learning, but after

face-to-face learning takes place this condition is still experienced by students and teachers. Based on the research that has been conducted, learning loss in PAI learning at Muhammadiyah Pahandut Elementary School in Palangka Raya City is in the cognitive and psychomotor domains. Learners who have difficulty understanding and analyzing PAI material related to fiqh, including learning loss in the cognitive domain. While learning loss in psychomotor is indicated by the low literacy of the Qur'an of students, namely reading and writing the Qur'an because they are still at the lower grade level. For this reason, future researchers can continue this research in different subjects and levels in order to find out the learning loss that occurs in students and its causes.

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