



## The Efforts to Reduce The Risk of Learning Loss Through Limited Face-To-Face Learning

**Aprilia Dian Sukmawati**

Islamic Education Study Program, Institut Agama Islam Negeri Ponorogo,  
East Java, Indonesia

**Roni Harsoyo\***

Islamic Early Childhood Education Study Program, Sekolah Tinggi Agama Islam Miftahul  
Ula Nganjuk, East Java, Indonesia

\*Correspondence author: [abyathoya@gmail.com](mailto:abyathoya@gmail.com)

DOI: <http://dx.doi.org/10.18592/tarbiyah.v12i1.8874>

---

**Key Words:**

distance learning  
learning loss  
limited face-to-face learning

**Received** : 2 March 2023

**Revision** : 19 March 2023

**Accepted** : 22 June 2023

**Published** : 28 June 2023

**Abstract:**

The Covid-19 virus disease gap has caused a lot of problems, such as a significant decline in learning patterns in educational institutions to the non-maximal implementation of online learning as a result, new problems arise, one of which is learning loss. This research was conducted to describe how the efforts of the MAN 1 Ngawi educational institution in minimizing the risk of learning loss that arises in distance learning through the application of limited face-to-face learning patterns. The method used by the author in this study is a qualitative concept in which the data obtained through the interview and observation process. This article tries to describe how the efforts of educational institutions at MAN 1 Ngawi to reduce the risk of learning loss that arise in distance learning through the application of the limited face-to-face learning (PTMT) pattern. The implementation of this PTMT gives great hope to the world of education in facing the current pandemic, namely to improve the quality of educational institutions and restore student interest in learning which is slowly disappearing due to the distance learning gap through new habit patterns in implementing limited face-to-face learning.

---

**To cite this article:** Sukmawati, A. D., & Harsoyo, R. (2023). The Efforts to Reduce The Risk of Learning Loss Through Limited Face-To-Face Learning. *Tarbiyah: Jurnal Ilmiah Kependidikan*, 12(1), 23-36. <http://dx.doi.org/10.18592/tarbiyah.v12i1.8874>

This is an open access article under the CC-BY License  
(<https://creativecommons.org/licenses/by/4.0/>)



### Introduction

The Covid-19 pandemic is a type of virus with the latest variant that has shocked the world, so lifestyle has changed drastically 180°. In late 2019, the virus has spread in Indonesia. As a result, the world of education is also affected. With all the considerations and decisions from the minister, the teaching and learning activities (*Kegiatan Belajar Mengajar/KBM*), which was initially carried out face-to-face (conventional), will be applied to online learning from their respective homes, which is then known as distance learning ([Ansori & Sari, 2020](#)). Applying to learn from home is not just a simple strategy. However, distance learning focuses on physical and spiritual safety for all educational subjects and objects to reduce the spread of the Covid-19 virus.

This home learning has been implemented over the past two years, from early 2020 to 2021. However, when this learning pattern is implemented online, it creates new problems for the world of education; one is non-maximum learning, where the education staff and their students are not benefited. Meanwhile, an educator has not been able to maximize the delivery of material because of limited direct interaction, and their students have not fully understood the material being taught. In order to anticipate these constraints, in early 2022, the learning was changed again to limited face-to-face. In this learning, the implementation must go through strict and specific. Departing from these problems raises the question of whether applying limited face-to-face learning pattern is a solution or a new problem?

The difficulties that arose when implementing distance learning gave rise to new problems, which we know as learning loss. This Learning Loss is interpreted as a teaching and learning process which, in its implementation, is felt to be less than optimal in the scope of schools/madrasas during distance learning ([Andriani et al., 2021](#)). Minister of Education Nadiem Makarim also said that there were many things that children experienced, such as being bored at home, bored with the many video conferencing they were watching. In addition, learning conditions are not dynamic and lonely, and students feel depressed because they do not meet their friends and teachers. Then, increasing the stress level of parents in their busy lives must help guide children in the distance learning process ([Dikdas, 2021](#)).

Overall, studying away from school during a transition year may differ from studying at home during a pandemic. For example, in many pandemic-affected contexts, there has been increased effort to support parents and family members, school staff, communities and governments to facilitate learning at home through family members or by providing distance learning educational resources. It is a mitigating factor expected to improve learning losses during the pandemic ([Sabates et al., 2021](#)).

Conventional learning in under normal circumstances, before Covid-19 occurred, had many problems, especially distance learning, which was carried out during the last two years of learning ([Tasniwati, 2021](#)). According to educator in *Madrasah Aliyah Negeri (MAN) / Senior High School 1 Ngawi*, at the beginning of giving news of the implementation of learning patterns form home aor distance learning, the enthusiasm of the students is very high; they taught that when learning from home, it can be accessed at any time; however, after several months of

implementing this distance learning, many complaints have arisen from students and education staff.

Learning loss has been completed and measured by the return of normal learning. The results showed that the response from students after the implementation of limited face-to-face learning during the Covid-19 pandemic was that students could study independently at home by developing all their creativity and skills. Usually students become more confident after the implementation of normal classes because during online learning, students are more active and familiar with the technological media used as a tool during distance learning. [Widyaningtyas \(2013\)](#) explained that the return to normal learning is an initial readiness to provide responses or answers in learning. According to [Vhalery et al. \(2021\)](#), someone with a high learning concentration will maintain his concentration, while students with low learning readiness can be improved again.

The existence of this article tries to describe how the efforts of the MAN 1 Ngawi educational institution in minimizing the risk of learning loss that arises in distance learning through the application of limited face-to-face learning patterns. It is hoped that this article can become a source of information for academic staff in the form of developing professionalism as educators in order to improve the quality of an educational institution (general and religious) in creating a mix in the world of education in the new arrivals period.

### Research Method

This article was written using qualitative research methods to achieve the desired goals. The data obtained from research is in the form of interview data, observation and documentation were then analyzed using the interactive analysis model Miles, Huberman and Saldana ([Miles et al., 2014](#)), as shown in Figure 1.

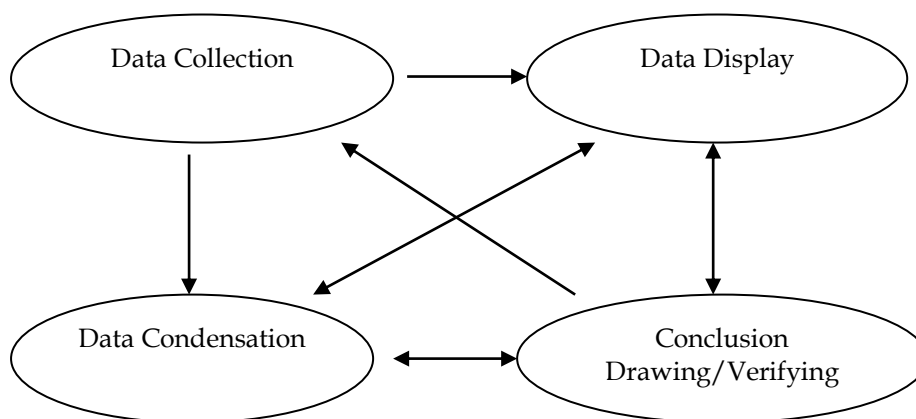


Figure 1. Analysis Model by Miles, et al

This research is a qualitative descriptive technique with a case study type. What is meant by a qualitative method approach is research that does not use a statistical process so that all data is described in the form of narrative descriptions ([Salim & Syahrums, 2007](#)). While a case study is a form of study that has a specificity in exploring social conditions around which people feel interested in studying and researching in the form of past phenomena that raise their relevance in the present or

the latest phenomena that are happening in the present so that it is useful for comprehensive information ([Rusmini, 2017](#)). A qualitative approach is a technique for exploring and capturing the meaning of social inequality that exists in society ([Pratama, 2019](#)). The results of this research are in the form of descriptive observation data from research informants in writing or orally ([Nissa & Haryanto, 2020](#)).

Using this method, researchers can dig up much information related to limited face-to-face learning activities carried out by MAN 1 Ngawi, East Java, Indonesia, in overcoming the risk of learning loss so that learning patterns can be found.

### **Finding and Discussion**

Based on observations, interviews and documentation, efforts to reduce the risk of learning loss through limited face-to-face learning in the pandemic era at MAN 1 Ngawi are divided into three major parts: the impact of implementing distance learning at MAN 1 Ngawi resulting in a learning loss. The transition from the distance learning to the limited face-to-face learning (*Pembelajaran Tatap Muka Terbatas/PTMT*) learning model at MAN 1 Ngawi is to minimize learning loss. As well as PTMT as a strategy to overcome learning loss at MAN 1 Ngawi. The following is detailed data or information regarding efforts to reduce the risk of learning loss through limited face-to-face learning in the pandemic era, which was carried out at MAN 1 Ngawi.

#### **1. The Impact of Distance Learning at MAN 1 Ngawi**

Based on the results of an interview with one of the academic staff at MAN 1 Ngawi in October 2020 during the distance learning implementation, it was stated that the application of learning in the pandemic and conventional eras was very different, so very mature readiness was needed to deal with a very new learning pattern for educators. However, before this disease arrived, MAN 1 Ngawi had prepared a learning pattern with the madrasah concept based on digital e-learning madrasah. So, since 2017 technology-based learning has been implemented by these educational institutions. Thus, after the learning policy was implemented from home using digital media as a learning tool, MAN 1 Ngawi was not so surprised because all academic staff had previously been included in a workshop on using this madrasah e-learning.

The term distance learning from the home of each student is interpreted as conventional web-based education emphasizing an effort to overcome the problems of the world of education in certain conditions, especially the Covid-19 emergency with limited face-to-face meeting time by providing learning to separate the distance between education staff and their students through electronic media tools such as e-learning, WhatsApp Groups, Google Classroom, Google Meet, Zoom, and many more which are coordinated directly by educational institutions with a monitoring process through online meeting media and the possibility that learning can be accessed when and where course with media, strategies, methods, learning models that vary ([Safitri & Astuti, 2019](#)).

The distance learning conducted by MAN 1 Ngawi for the past two years has used madrasah e-learning media by applying a pattern almost the same as direct

learning. Only that it is based on electronic technology websites as the e-learning platform is used as shown Figure 2.

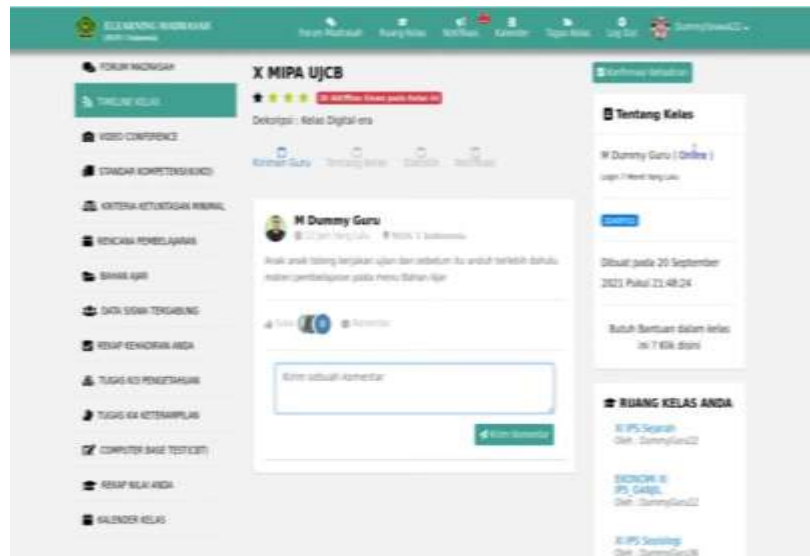
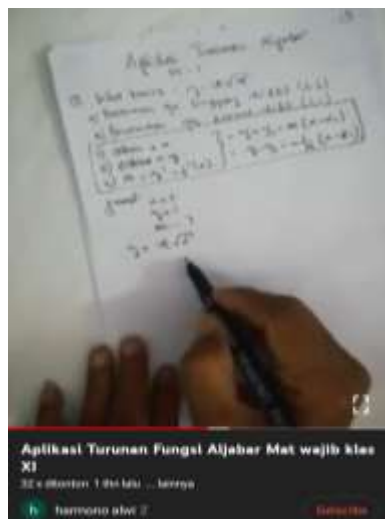


Figure 2. Madrasah E-learning Platform

The planning process is by preparing learning materials that will be taught by explaining through video media which will later be edited and uploaded on YouTube by the madrasah e-learning server staff. Then, the video link is copied on e-learning or shared on the WhatsApp Group in each parallel class taught by each subject teacher. The Figure 3 shows an example of learning material uploaded to the YouTube channel.



Algebraic function derivative application

Figure 3. Material Explanation from Youtube

Based on the results of an interview with one of the students of MAN 1 Ngawi in October 2020 during the implementation of the distance learning pattern, it was stated that at the beginning, the announcement regarding the policy of implementing learning carried out from home was a good thing, maybe the perception was that learning was carried out from home would be accessible from when and anywhere and can do other work. However, as time passed, the application of this learning pattern resulted in new problems, including unstable internet networks and



madrrasah e-learning errors; because there were many users, the material provided could not be received optimally, so they could not manage time.

The prolonged impact caused by the Covid-19 virus disease has caused many problems, such as a drastic decline in the learning patterns used for the performance capabilities of academic staff and the lack of preparation for the implementation of distance learning in school institutions ([Rhamdan et al., 2021](#)). The potential consequences are very high, resulting in learning loss in students requiring rapid changes in dealing with problems in the current pandemic era.

As is the case with implementing the online learning/distance learning pattern at MAN 1 Ngawi, which has been implemented since the beginning of 2020. The Covid-19 disease has also become the latest challenge for educational institutions in Indonesia, especially MAN 1 Ngawi, because the implementation of learning that was initially carried out conventionally was changed to online learning. Since the emergence of the emergency curriculum from the collaboration of the Ministry of Education and Culture, the Ministry of Religion, the Ministry of Health, and the Ministry of Home Affairs, it is clear that the distance learning preparation pattern must be maximized in order to facilitate learning activities during this pandemic.

Contextually, the implementation of the distance learning pattern also raises many problems. During the nearly two years of its implementation, many reports have been submitted by academic staff and their students in dealing with learning during the pandemic. The Indonesian Ministry of Education and Culture Nadiem Anwar Makarim is worried that if the implementation of the distance learning is prolonged and creates a lot of pros and cons in the world of education, the impact will later be a decrease in the quality of the mindset of knowledge and skills of students so that the quality of education in Indonesia declines during the pandemic.

As the educational institution MAN 1 Ngawi, it has implemented the distance learning pattern since implementing the social distancing policy for the spread of the Covid-19 virus. However, implementing distance learning is not a solution to educational problems in the pandemic era. On the contrary, it has created many new problems that the entire educational community will face. The statement from the Ministry of Education and Culture (Kemendikbud) by Nadiem Makarim that he was worried that learning loss would arise as a result of the pandemic gap in the implementation of distance learning, resulting in delays in the learning process, so Nadiem tried hard to push local governments to immediately follow up on limited face-to-face learning programs (PTMT) ([Pratiwi, 2021](#)).

The term learning loss refers to the process of implementing learning which, in its implementation, is felt to be less than optimal within the scope of educational institutions during distance learning to the point where the cognitive mindset of students decreases, which will later have an impact on the quality of education in certain conditions ([Akhyak, 2021](#)). The imperfection of a learning process that starts with teaching patterns from conventional to online makes students feel compelled to adapt quickly to all forms of change. However, we also know that the mindset of the students is different. This gap poses a significant risk in terms of decreasing the quality of the knowledge and skills of the students if the distance learning implementation pattern is carried on until the pandemic ends.

The long closing time at educational institutions in the pandemic era resulted in students being left behind in understanding the material; Perhaps their perceptions were because the curriculum obtained during conventional learning differed from distance learning ([Haris et al., 2022](#)). For this reason, the implementation of post-pandemic PTMT is to minimize learning loss in the future. Since the closure of schools during the pandemic era, the estimated risk of learning loss has caused various problems ([Ariantini, 2020](#)). It is feared that distance learning will become a phenomenon of prolonged inequality in the pandemic; even though the government has supported distance learning well, this learning pattern is still not optimal.

Contextually, the implementation of the distance learning learning pattern also raises many problems. During the nearly two years of its implementation, many reports have been submitted by education staff and their students in dealing with learning during the pandemic. The Indonesian Ministry of Education and Culture Nadiem Anwar Makarim is worried that if the implementation of the distance learning is prolonged and creates a lot of pros and cons in the world of education, the impact will later be a decrease in the quality of the mindset of knowledge and skills of students so that the quality of education in Indonesia declines during the pandemic.

## **2. Limited Face-to-Face Learning Model at MAN 1 Ngawi**

From the distance learning problems above, the MAN 1 Ngawi educational institution in early 2022 implemented the PTMT learning pattern to minimize distance learning, which was less effective and new problems emerged. PTMT is a temporary solution that is applied but adapted to policies from the central government and the Ngawi Regency education government office through strict health protocols, vaccinating all madrasah residents, sterilization, and other PTMT preparation processes for the smooth implementation of PTMT in the pandemic era to improve the quality of education by increasing in terms of the knowledge and skills of students who had decreased during the implementation of the distance learning pattern.

Based on the results of an interview with one of the MAN 1 Ngawi academic staff in February 2022 during the PTMT implementation pattern, it was stated that when madrasahs implemented the distance learning pattern before switching to PTMT, problem after problem continued to arise from both the teacher, students, e-learning operators and all other Madrasah. For the majority of Madrasah academic staff, the problem is that they have not been able to maximize their duties as role models for their students because of limited communication and interaction among their students so; that for two years, the implementation of the acceptance of new students. They have not been able to know their students directly; the result is that they are not familiar with each student's characteristics.

Regarding the academic achievement of students' knowledge and skill competencies during distance learning, it can be said to have decreased compared to the use of direct learning; due to the problem earlier, the students were not optimal in understanding the material being taught, so when applying distance learning at will it has an impact on assignments that are left behind and results in student

## The Efforts to Reduce...

attitudes/ethics also decreased. Then MAN 1 Ngawi changed the pattern of implementing PTMT learning in the 2021 odd school year. PTMT, at the beginning of 2021, is still implementing a hybrid learning pattern, namely a mix-mode mixture of conventional and online learning patterns with hybrid composition provisions of 25:75, 50:50, and 75:25 (Verawati & Desprayoga, 2019).

In 2021, the even-semester classes at MAN 1 Ngawi have shifted the PTMT pattern on a scale of 50% to 100%, limited to early 2022. After the transition to PTMT, the implementation for the last two months at the beginning of 2022 has provided significant changes; even though the implementation of the KBM has restrictions and a reduction in learning time, at least This learning pattern can be a solution and an improvement in measuring the decline in student learning outcomes during the implementation of distance learning in 2020-2021 so that at the time of the new 2022/2023 school year, PTM will be able to apply 100% without being limited.

Based on the circular letter of the Ngawi District Education Office No. 420/1072/404.101/2021 concerning the implementation of the PTMT pattern with a gradual provision of a two-week duration, namely, PTMT is carried out three days a week and uses the online method three days a week. Then the KBM is held from 07.00 to 11.00 WIB, and the provision for 1 lesson hour is limited to 30 minutes a day (Ngawi, 2021). A flipped classroom is the application of mixed learning patterns by combining/mixing conventional and online learning models/patterns (Ubaidillah, 2019). Like the application of the PTMT learning pattern at MAN 1 Ngawi, it applies a combination pattern of distance learning and PTMT, namely, the flipped classroom.

The technical implementation of the flipped classroom pattern is as follows: Before the KBM takes place, the material taught to academic staff will be shared through e-learning/WhatsApp Groups so that students can understand the material with the aim that students can remember and understanding the material, as shown Figure 4.

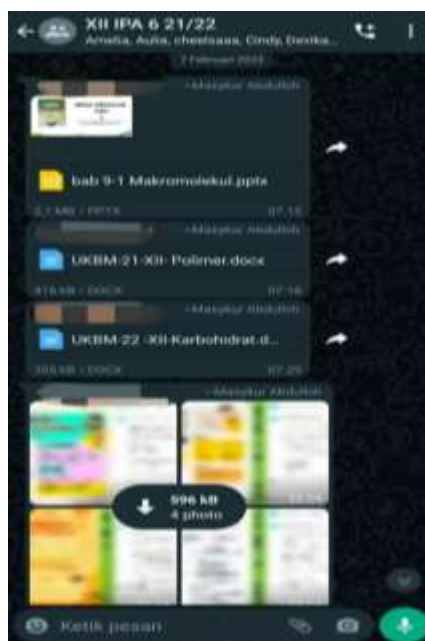


Figure 4. Giving Material through WhatsApp Group



After understanding the material, during the teaching and learning process, students can be more active in terms of applying, analyzing, and developing problems that have been found in understanding the material, which will later be resolved together in daily discussion activities to solve these problems. If there is nothing to say, then the academic staff will provide assignment exercises adapted to the independent learning activity unit module with the aim that students can apply and analyze the learning material, as shown Figure 5.



Figure 5. Limited Face to Face Learning

In the evaluation phase, the academic staff will give students a specific project or feedback and then provide material for future meetings, as shown Figure 6.



Figure 6. Learner Evaluation Using CBT Platform

### 3. Limited Face-to-Face Learning as a Strategy for Overcoming Learning Loss at MAN 1 Ngawi

Coherence of research results with the infrastructure used by students. The results of observations and interviews conducted by researchers show that MAN 1 Ngawi uses the E-learning platform, WA Group, YouTube, and Computer Based Test (CBT)-based exams as media aids for students during online learning. The media and technology were already operating before the arrival of the Covid-19 pandemic. It is due to one of the long-term planning of the Madrasah by anticipating unwanted things in the future by preparing for learning as the sudden and unexpected

acceleration of life changes. It is related to volatility, uncertainty, complexity, and ambiguity (VUCA).

Volatility means that changes are speedy, the pattern is unpredictable, and its existence is relatively unstable. Uncertainty or Uncertainty. Change may occur in an unstable situation, but the change can come quickly and, at large, not very volatile ([Bennett & Lemoine, 2014](#)) Complexity and ambiguity can be described as the inability to conceptualize threats and opportunities correctly before they develop ([Rahman et al., 2021](#)).

The positive impact after students use various kinds of applications is that students can experience new things in order to find out various kinds of information that can facilitate assignments at school; not only that, the use of various kinds of applications also trains students' creativity in the world of digitalization. In addition, another positive impact is that students can easily access literacy learning tools from various websites, animated videos, dictionaries, and other media that support the learning process easier. The media used as a distance learning tool has other positive impacts, such as increasing students' cognitive through scatter engines, facilitating communication from a community via WhatsApp groups, and helping to prevent communication breakdowns ([Tarakarti Gusman et al., 2022](#)).

Learning loss can occur because one of them is the prolonged impact of the Covid-19 pandemic since the last two years, causing students to be less than optimal in receiving learning. During independent learning at home, according to the results of observations, it was stated that students were still reckless in carrying out learning, and cell phones that were supposed to be used as learning aids at home were not appropriately used.

Factors that cause learning loss include unstable internet network, online learning being boring, students having difficulty concentrating, having difficulty using online media, learning online while working, do not have internet quota, having difficulty understanding material delivered by the teacher while online, the teacher does not excited, and delay doing and collecting assignments ([Sovayunanto, 2022](#)). Provide action exploring how education can implement reforms and deploy programs quickly at scale, providing immediate learning recovery and laying the groundwork for change to enable long-term learning progress ([Angrist et al., 2021](#)).

The latest phenomenon currently booming is the term learning loss for students. As discussed above, this learning loss results in a lack of experience in all educational components in handling, explaining, and understanding student academic concentration. In contrast to PAI, which works more challenging to minimize the possibility of learning loss. So, in this subject, the cognitive and psychomotor aspects must be mastered by students by implementing them within the home or community sphere which will indirectly provide a real learning experience specifically to emphasize what kind of character education must be instilled in students according to their class level ([Sukmawati & Mustofa, 2022](#)).

On the other hand, students are starting to understand and be familiar with technology; the Covid-19 pandemic several years ago had a significant impact. Many students are starting to be able to learn to use technology platforms independently so that students begin to understand and become more familiar with using technology during online learning. Students are starting to be motivated to learn new things they

find through their gadgets by increasing their self-existence and ability to write and tell stories on social media about their experiences so they can channel their abilities. Uploading practical assignments on YouTube confirms that many people will know their work and will likely become an inspiration for digitization ([Tarakarti Gusman et al., 2022](#))

The PTMT Teaching and Learning Implementation Pattern is interpreted as a form of policy issued by the central government during the Covid-19 pandemic era carried out by a unit of educational institutions based on a decision on the Four Ministerial joint decree (*Surat Keputusan Bersama/SKB*) concerning Learning Implementation Guidelines and implemented in two phases namely transition (since the start of PTMT) and after the implementation of the PTMT phase. The transition is complete; education will enter a learning pattern with new post-pandemic habits ([Fitriansyah, 2022](#)).

Based on the joint decision of the Ministry to implement the PTMT learning pattern in the Covid-19 pandemic era, educational institutions are required to go through a rigorous health program following the policy of cultivating healthy lifestyles in the context of controlling Covid-19 ([Kemendikbud, 2021](#)). This PTMT learning pattern is only carried out during a trial and transition period in the green zone area proposed by Press Release No. 136/sipres/A6/VI/2020 explains that the implementation of this PTMT must pay attention to the correct prokes ([Nissa & Haryanto, 2020](#)). The precautionary principle also needs to be applied to this learning pattern and careful readiness in the policies of all its components to support the smooth running of this PTMT program.

Based on the results of an interview with one of the students of MAN 1 Ngawi in February 2022 during the PTMT implementation pattern, it was stated that during the implementation of distance learning in the last two years, there were still problems with the impact of decreasing the quality of academic achievement. Not only that, the material delivered through e-learning, such as those related to calculations (mathematics, physics, chemistry) that requires particular understanding, is still not maximized. Implementing this limited face-to-face learning pattern can maximize learning as before, even though there is a reduction in teaching and learning time, at least with a concise time and material explained directly by education staff can be maximized. From the discussion of research data through interviews along with theoretical studies, it provides results, including:

1. The distance learning implemented by the MAN 1 Ngawi agency has not provided maximum results; as a result, it has had an impact on academic and non-academic student achievement.
2. The pattern of implementing distance learning in 2020 at MAN 1 Ngawi uses a blended learning combination model.
3. It is felt that the application of this learning pattern is not effective, so the 2021 odd teaching is transferred to the 50% PTMT program using the hybrid learning model
4. The non-maximum achievement of academic achievement results at PTMT 505 raises learning loss problems.
5. Efforts to reduce the risk of learning loss so that the even lessons in 2021 to the beginning of 2022 have odd lessons, MAN 1 Ngawi applies the PTMT learning pattern 100% flipped learning model.

### Conclusion

The Covid-19 virus disease increasingly demands the implementation of distance learning patterns from 2020-2021 to minimize its spread; however, this policy has created new problems, one of which is student *learning loss*. Seeing that the condition of Covid at the beginning of 2022 began to decline and cases of transmission in the regions decreased, at least there should be further action related to changing the pattern of distance learning from home to be diverted to PTMT (limited face-to-face learning) to minimize the *learning loss* gap but adjusted for each educational institutions and their distribution cases. The distance learning gap has created many problems through *learning loss*, including decreased academic potential and the possibility of dropping out. Therefore, optimization is needed to evaluate learning patterns to improve the quality of these educational institutions and restore students' interest in learning, which is slowly lost due to prolonged distance learning through new habits in implementing limited face-to-face learning patterns.

Limited 100% PTMT is a solution for MAN1 Ngawi agencies in solving problems in implementing distance learning patterns that are felt less than optimal. PTMT 10% is limited to the institution implementing a learning pattern from a *hybrid classroom* to a *flipped classroom*. Distance learning will be our newest item and experience as academic staff at MAN 1 Ngawi. It is hoped that distance learning in the pandemic era will not be repeated, and for the even school year 2022/2023, PTMT will change to 100% PTM.

### References

- Akhyak. (2021). *Efektifitas Pembelajaran Selama Pelaksanaan PTMT*. Akademia Pustaka.
- Andriani, W., Subandowo, M., Karyono, H., & Gunawan, W. (2021). Learning Loss dalam Pembelajaran Daring di Masa Pandemi Corona. *Prosiding Seminar Nasional Teknologi Pembelajaran Universitas Negeri Malang*, 1(1), 485–501. <http://snastep.com/proceeding/index.php/snastep/index>
- Angrist, N., de Barros, A., Bhula, R., Chakera, S., Cumiskey, C., DeStefano, J., Floretta, J., Kaffenberger, M., Piper, B., & Stern, J. (2021). Building back better to avert a learning catastrophe: Estimating learning loss from COVID-19 school shutdowns in Africa and facilitating short-term and long-term learning recovery. *International Journal of Educational Development*, 84(March), 102397. <https://doi.org/10.1016/j.ijedudev.2021.102397>
- Ansori, A., & Sari, A. F. (2020). Inovasi Pendidikan di Masa Pandemi Covid-19. *Jurnal Literasi Pendidikan Nusantara*, 1(2), 133–148. <http://jurnal.uinbanten.ac.id/index.php/jlpn/article/view/3735>
- Ariantini, N. (2020). Kompetensi Guru Bk Multikultural Perbatasan Dalam Mitigasi Learning Loss: Inovasi Layanan Bimbingan dan Konseling Berbasis Nilai-nilai Kearifan Lokal di Era Disrupsi. *Seminar Nasional Virtual Konseling Kearifan Nusantara (KKN) 2 dan Call for Papers*, 151–156.
- Bennett, N., & Lemoine, G. J. (2014). What a difference a word makes: Understanding threats to performance in a VUCA world. *Business Horizons*, 57(3), 311–317.
- Dikdas, G. (2021). Agar Terhindar Dari Learning Loss, Sekolah Wajib Berikan Opsi Belajar Tatap Muka Terbatas. *Direktorat Guru Pendidikan dasar*, 1.

- <https://gurudikdas.kemdikbud.go.id/news/Agar-Terhindar-Dari-Learning-Loss,-Sekolah-Wajib-Berikan-Opsi-Belajar-Tatap-Muka-Terbatas>
- Fitriansyah, F. (2022). Dinamika Pembelajaran Tatap Muka Terbatas Di Kalangan Mahasiswa. *Prima Magistra: Jurnal Ilmiah Kependidikan*, 3(1), 123–130.
- Haris, A., Sentaya, I. M., & Sulindra, I. G. M. (2022). Keterampilan Guru Abad 21 Dalam Mengurangi Learning Loss Pada Peserta Didik ( Kajian Fenomenologis Di Sma Kabupaten Sumbawa ). *Jurnal Ilmiah Mandala Education (JIME)*, 8(1), 1–11.
- Kemendikbud. (2021). Keputusan Bersama Menteri Pendidikan Dan Kebudayaan, Menteri Agama, Menteri Kesehatan, Dan Menteri Dalam Negeri Republik Indonesia Nomor 03/KB/2021 Nomor 384 Tahun 2021 Nomor HK.01.08/MENKES/4242/2021 Nomor 440-717 Tahun 2021 Tentang Panduan Penyelegaraa. In *Kemendikbud* (23 425/ A5 /aK. Ol. 0 4/ 202L; Nomor 021). <https://www.kemdikbud.go.id/main/blog/2020/08/protokol-kesehatan-ketat-untuk-sekolah-tetap-muka-di-zona-hijau-dan-kuning>
- Miles, M. B., Hubberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis, A Methods Sourcebook*, Terj. Tjetjep Rohindi Rohidi (3 ed.). UI Press.
- Ngawi, D. P. P. K. (2021). *Surat Edaran Pelaksanaan Pembelajaran Tatap Muka Terbatas* (420/1072/404.101/2021).
- Nissa, S. F., & Haryanto, A. (2020). Implementasi Pembelajaran Tatap Muka Di Masa Pandemi Covid-19. *Jurnal IKA PGSD (Ikatan Alumni PGSD) UNARS*, 8(2), 402. <https://doi.org/10.36841/pgsdunars.v8i2.840>
- Pratama, R. (2019). *Pengembangan Media Pembelajaran Blink Solar System (B-SOS) pada Pembelajaran Tata Surya bagi Peserta Didik Tunanetra di SLB Negeri A Kota Bandung*. Universitas Pendidikan Indonesia.
- Pratiwi, W. D. (2021). Dinamika Learning loss : Guru dan Orang Tua. *Jurnal EDUKASI NONFORMAL*, 1(1), 147–153.
- Rahman, A., Habibi, M., Zaman, A. N., & Sahrul, M. (2021). Edukasi Kebijakan Organisasi Adaptif di Era VUCA pada Pimpinan Cabang Ikatan Pelajar Muhammadiyah Leuwiliang Bogor. *E-DIMAS: Jurnal Pengabdian kepada Masyarakat*, 12(3), 542–548.
- Rhamdan, D., Kule, A., & Al Wahid, S. M. (2021). Analisis Pemanfaatan e-Learning di Masa Pandemi (Studi Kepustakaan: Learning Loss pada Peserta Didik). *Jurnal Pendidikan Dan Kewirausahaan*, 9(2), 432–446. <https://doi.org/10.47668/pkwu.v9i2.263>
- Rusmini. (2017). *Metode Penelitian: Teori dan Aplikasi Penelitian Kualitatif, Kuantitatif, Mixed Methods Serta Research dan Development*. Pustaka Jambi.
- Sabates, R., Carter, E., & Stern, J. M. B. (2021). Using educational transitions to estimate learning loss due to COVID-19 school closures: The case of Complementary Basic Education in Ghana. *ELSEVIER: International Journal of Educational Development*, 82(January), 1–10. <https://doi.org/https://doi.org/10.1016/j.ijedudev.2021.102377>
- Safitri, A., & Astuti, J. (2019). Keefektifan Pembelajaran Jarak Jauh. *Jurnal Pendidikan Universitas Muhammadiyah Kendari*, 1(1), 1–19.
- Salim & Syahrums. (2007). *Metodologi Penelitian Kualitatif: Konsep dan Aplikasi dalam Ilmu Sosial, Keagamaan, dan Pendidikan*. Cita Pustaka Media.
- Sovayunanto, R. (2022). Learning Loss Dan Faktor-Faktor Penyebab Di Sekolah



- Menengah Pertama (Smp). *Jurnal Mahasiswa BK An-Nur: Berbeda, Bermakna, Mulia*, 8(1), 12. <https://doi.org/10.31602/jmbkan.v8i1.6001>
- Sukmawati, A. D., & Mustofa, Z. (2022). Developing Self Awareness of Students in Religious Education to Reduce the Risk of Learning Loss in the Era of the Covid-19 Pandemic. *Proceeding of the 3 th International Conference on Islamic Studies (ICIS)*, 3, 357-369.
- Tarakarti Gusman, D., Wati, W., & Bulan Lageni, I. (2022). Sosialisasi Dampak Positif Penggunaan Gadget Bagi Siswa. *Journal UMJ*, 1-2. <http://jurnal.umj.ac.id/index.php/semnaskat>
- Tasniwati. (2021). Implementasi Blended Learning Dalam Pembelajaran PAI di MAN 4 Pasaman Barat Pada Masa Covid-19. *Profetika Jurnal Studi Islam*, 1-14. <https://journals.ums.ac.id/index.php/profetika/article/view/14764>
- Ubaidillah, M. (2019). Penerapan Flipped Classroom Berbasis Teknologi Informasi pada Mata Pelajaran Fiqih di MTs Al-Chusnaniyah Surabaya. *Islamika: Jurnal Ilmu-Ilmu Keislaman*, 19(01), 34-45. <https://doi.org/10.32939/islamika.v19i01.375>
- Verawati & Desprayoga. (2019). Solusi Pembelajaran 4.0: Hybrid Learning. *Seminar Nasional Pendidikan Program Pascasarjana Universitas PGRI Palembang*, 2, 999-1015. <https://jurnal.univpgri-palembang.ac.id/index.php/Prosidingpps/article/download/2739/2549>
- Vhalery, R., Setyastanto, A. M., & Alfilail, S. N. (2021). Pembelajaran Berbasis Online "Zoom" Pada Kesiapan Belajar Mahasiswa Di Masa Pandemi Covid-19. *Research and Development Journal of Education*, 7(1), 215. <https://doi.org/10.30998/rdje.v7i1.9329>
- Widyaningtyas, A., Sukarmin, & Radiyono, Y. (2013). Peran Lingkungan Belajar Dan Kesiapan Siswa Kelas X Sekolah Menengah Atas Negeri 1 Pati. *Jurnal Pendidikan Fisika*, 1(1), 136-143.