

Review on Learning Loss due to School Closure in Response to Public Policy during the Covid-19 Pandemic and Its Legal Impact on Government

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Abstract

This research aims to discuss the legal review of learning loss due to school closure policies to respond to government policies during the covid-19 season. Many studies of learning loss caused by government policies closing schools and activating online classes have been discussed in many reports. However, very few have looked at them from a legal perspective. This study obtained data in the form of publications or secondary data. Data were obtained by searching them through the web. They consisted of the results from previous studies; in the form of reports from the Government and international educational institutions, especially regarding the learning loss impact caused by the Covid-19 pandemic response. After collecting the data, the researcher analyzed the data by selecting them into only data relevant to this research. The researcher found about 50 reading sources as raw data. Our search was done online, then we researched and analyzed it with a phenomenological approach. The researcher chose this approach because it considered that in answering these problems, the researcher based its analysis on quite a lot of report data from previous studies. However, the researcher only review and analyze some of the data which was deemed capable of providing valid and valid answers to the research problems. The discussion showed that in line with the regulations and legal status learning loss is somehow caused by public policy. It proved that the closing of the school and its replacement with online classes or distance learning happened during the Government's response to the pandemic, has left inequality in education services. Such loss may be specially experienced by disadvantaged families and those who live in areas that do not have an internet connection. Thus, it is hoped that these results can be used as data enrichment for further research in order to establish more effective and efficient regulations that may protect the interest of all.

Keywords: Legal Review: Learning Lost, School Closure, Public Valence, Covid-19, SARS-CoV-2

Introduction

For approximately two years, the Coronavirus (Covid-19/ SARS-CoV-2) had hit the world and impacted almost all sectors of life. Many sectors in human life have started to get impacted, some are even near to collapse. The Coronavirus itself was confirmed by the World Health Organization (WHO). The virus was named the 2019 novel Coronavirus, a new virus that has never been so widespread that it hit almost all countries.¹ Since then, several various

¹ Nuno Fernandes, "Economic Effects of Coronavirus Outbreak (COVID-19) on the World Economy," SSRN Scholarly Paper (Rochester, NY, 22 Maret 2020), <https://doi.org/10.2139/ssrn.3557504>. Pumiadi Putra dkk., "The Students Learning from Home Experiences during Covid-19 School Closures Policy In Indonesia," *Jurnal Iqra': Kajian Ilmu Pendidikan* 5, no. 2 (5 September 2020): 30-42.

studies have been carried out, starting with health studies on how to deal with anticipating a decrease in the number of victims, including deaths and infections. The Coronavirus's impact is not only on human health but also on all business and education sectors. As reported by various media, its hazardous effects in transmitting diseases have proved that it can cause death. When viewed from the education sector, since the virus hit the world, many countries have adopted the policy of closing schools and turning classes remotely.²

This is the policy of almost every country in addition to prohibiting the activities of gatherings of people and also all activities related to education. A very severe case can cause death if the Government's response to saving human comfort is not to close schools. According to several studies, it has been proven that the impact of closing schools and/ or continuing small online classes, has caused a substantial loss. Studies were conducted in school students, Islamic boarding school students, and also university-level students. Indeed, what has happened is that a policy issued by the Government certainly does not really reduce all the risks and consequences that occurred and must be accepted by the impacted people, especially students. It is therefore all policies and regulations adopted by the Government must not only be made for the purpose of reducing the number of Coronavirus infections but also consider further risks following the implementation of the policies and regulations that cause slowing down the education learning process.³

Learning process, in other words, according to research conducted from time to time, it is found that there were many "negative" impacts on school. Such impacts are caused by the implementation of the policies, there is also some impact that must be accounted for by the state. Observing the learning loss phenomenon caused by the implementation of Covid-19 pandemic policies and regulations this phenomenon, the Government shall undoubtedly have a significant responsibility to review its decisions. On the other side, the community shall have the right to ask questions to the government about some bad consequences experienced by society. Moreover, the community shall have the legal right to take action against the "unjust" policies according to the community. There is not only the learning loss incurred by the educational institutions but also by the students that cannot conduct their studies during the Covid-19 pandemic. Community and education institutions saw that it is difficult for them to anticipate and adapt to the new conditions caused by the Covid-19 pandemic situation. There was evidence that it is not also very simple for students to adapt to the new process of education learning, not merely because that is a new process but because there were also infrastructures that required to be built and other means that need to be prepared. There is also research proving that there was insufficient evidence to suggest that the Covid-10 pandemic had such a significant impact on students that schools had to be completely closed and moved to online classes.⁴

In plain view, it can be seen that school closures have significantly become a very burdensome thing for the community not only against Corona but also other impacts and risks due to the additional costs and other difficulties that they have never experienced before. By looking at the Government's obligations and civil rights, the government shall commit and be responsible for the result or impact due to the implementation of the policies and regulations issued by the Government to prevent further transmission of the Covid-19 pandemic disease.

<https://doi.org/10.25217/ji.v5i2.1019>. Sardjana Orba Manullang, Mardani Mardani, dan Aslan Aslan, "The Effectiveness of Al-Quran Memorization Methods for Millennials Santri During Covid-19 in Indonesia," *Nazhruna: Jurnal Pendidikan Islam* 4, no. 2 (2021): 195–207.

² Wahab Ali, "Online and Remote Learning in Higher Education Institutes: A Necessity in Light of COVID-19 Pandemic," *Higher Education Studies* 10, no. 3 (2020): 16–25.

³ Lee-Ann Ewing dan Holly B. Cooper, "Technology-enabled remote learning during Covid-19: perspectives of Australian teachers, students and parents," *Technology, Pedagogy and Education* 30, no. 1 (1 Januari 2021): 41–57, <https://doi.org/10.1080/1475939X.2020.1868562>.

⁴ J. Crawford dkk., "COVID-19: 20 Countries' Higher Education Intra-Period Digital Pedagogy Responses," *Journal of Applied Learning & Teaching* 3, no. 1 (2020): 1–20, <https://doi.org/10.37074/jalt.2020.3.1.7>.

The Government of the Republic of Indonesia should have the commitment and responsibility to evaluate the impact that occurs due to school closures of course on the phenomenon of learning loss among students in this case.

The Indonesian Government should have the scenario of implementing best practices in education from afar during the lockdown period.⁵ However, on the school side, it required understanding how to access all forms of education services available in many other countries that are very critical to them in view to reduce the threat of Corona, as well as to continue paying attention to the loss of Learning that is unavoidable, experienced by the students, especially from those with economically disadvantaged families.⁶

Referring to studies and data on the occurrence of learning loss during school closures, the education sector is one of the sectors that suffer losses as a result of the school closure policy. Here, schools and teachers are struggling by relying on distance-based learning solutions, especially when viewed from the feasibility and accountability of the transition system. From face-to-face to long-distance learning, can be seen as switching in the learning process. It is something that is not impossible for the condition of education in Indonesia. In the beginning, distance learning has given an understanding of a decrease in enthusiasm for Learning; nowadays it seems that it can increase the dispersion of grades between students and other schools.⁷ This is evidenced by several surveys which stated that students spend less time learning by relying on technology. Other studies also reported that this family's socio-economic background has brought students to drop out of studying. One of the efforts that must be reckoned with is the loss of learning during the pandemic response. The school's test results and internal validation with the various representative and technical samples were used to ascertain the relationship between school closure policies and learning loss among students.⁸ It is interesting to know that even though Indonesia's school system consists of private and public schools with slightly different autonomy in managing the learning process, during the learning process when schools are closed, students of both schools allowed the using t-shirts.⁹

Judging from the performance of the progress of education, Indonesia, which is one of the members of the organization for economic cooperation and state development, namely (EOKD), is considered a country with a low participation level of education in terms of the performance and workload. The rank Government of the Republic of Indonesia in serving education compared to international standardized tests is categorized as low, as shown in the index of student creation on the test.¹⁰ Linked to the condition of the index level of Indonesian students at the international level and then combined with the policy of school closures while responding to this pandemic policy, it left a tremendous impact on perceptions of learning and productivity of Indonesian education performance. So, on this basis, it is necessary to review the appropriateness of the Government of the Republic of Indonesia in issuing a policy of school closures.¹¹

⁵ Bokolo Anthony Jnr dan Selwyn Noel, "Examining the adoption of emergency remote teaching and virtual learning during and after COVID-19 pandemic," *International Journal of Educational Management* 35, no. 6 (1 Januari 2021): 1136–50, <https://doi.org/10.1108/IJEM-08-2020-0370>.

⁶ Temitayo Deborah Oyedotun, "Sudden Change of Pedagogy in Education Driven by COVID-19: Perspectives and Evaluation from a Developing Country," *Research in Globalization* 2 (1 Desember 2020): 100029, <https://doi.org/10.1016/j.resglo.2020.100029>.

⁷ Baldwin Hove dan Bekithemba Dube, "Covid-19 and the Entrenchment of a Virtual Elite Private School: Rethinking Education Policies in Zimbabwe," *Journal of Culture and Values in Education* 4, no. 2 (14 Juni 2021): 84–94, <https://doi.org/10.46303/jcve.2021.5>.

⁸ Edeh Michael Onyema dkk., "Impact of Coronavirus Pandemic on Education," *Journal of Education and Practice* 11, no. 13 (2020): 108.

⁹ Emma García dan Elaine Weiss, *COVID-19 and Student Performance, Equity, and U.S. Education Policy: Lessons from Pre-Pandemic Research to Inform Relief, Recovery, and Rebuilding*, Economic Policy Institute (Economic Policy Institute, 2020), <https://eric.ed.gov/?id=ED610971>.

¹⁰ Giorgio Di Pietro dkk., *The Likely Impact of COVID-19 on Education: Reflections Based on the Existing Literature and Recent International Datasets*, JRC Technical Report (Luxembourg: Publications Office of the European Union, 2020).

¹¹ Di Pietro dkk.

Based on the data and problems above, this research will review the impact of learning loss caused by the policies and regulations issued by the Government of the Republic of Indonesia to close the school as an effect of the Covid-19 Pandemic.

So the main objective of this research is to state how the Government responds to almost two years of school closures that impact the learning loss during the Covid-19 pandemic. From the obtained data from various studies, this study will review the Government's policy in responding to the pandemic by closing schools, which causes difficulties for students and parents with learning loss.¹² In terms of justice, society needs to question the above difficulties and low educational performance of the nation's children to the Government as a public policy maker. This study tries to review various opinions and views of the general public on government policies responding to the pandemic by closing schools entirely with the solution of opening distance or online classes. In view of that, there is a need to solve the trend of declining value education numbers that can be redesigned so that students and families do not fully feel that they are the most disadvantaged parties to the national policy of school closures.¹³

Research Methods

In this section, researcher will present the steps during the implementation of the research with the theme of reviewing the legal impact of learning loss due to the Government's policy of closing schools but opening online classes by relying on distance learning supported by technology.¹⁴ The steps are as follows, firstly is to understand the questions and problems in detail, then determine the criteria that are following the problems above, followed by searching for data through an electronic search on literature sources related to the problem¹⁵ Next, the researcher tries to review the collected data through stages such as data coding techniques, analyzing the data thoroughly, drawing conclusions and following it with in-depth data interpretation so that the problems we raise can be answered as much as possible with the highest principles and confidence.

Further, the data that have been reviewed were synthesized and combined, in order to obtain a complete and unanimous explanation according to the research problems. After synthesizing, the researcher conducts an analysis to see the suitability and relevance of the problems with the reviewed data. Finally, the researcher summarizes the reviewed data in a descriptive qualitative result.¹⁶ These are the steps and stages of reviewing the literature; started with understanding the problem of searching for data, analyzing data, synthesizing, and writing reports following a literature review format.

Results and Discussion

C.1. Understanding Learning Loss

Since the Government issued a school closure policy around March 2020, researchers, policy observers, and educators have begun to feel concerned about the impact of the school

¹² Justin Reich dkk., "Remote Learning Guidance From State Education Agencies During the COVID-19 Pandemic: A First Look" (EdArXiv, 2 April 2020), <https://doi.org/10.35542/osf.io/437e2>.

¹³ Janet Lennox, Nicolas Reuge, dan Francisco Benavides, "UNICEF's Lessons Learned from the Education Response to the COVID-19 Crisis and Reflections on the Implications for Education Policy," *International Journal of Educational Development* 85 (1 September 2021): 102429, <https://doi.org/10.1016/j.ijedudev.2021.102429>.

¹⁴ Shahid N. Khan, "Qualitative research method-phenomenology," *Asian Social Science* 10, no. 21 (2014): 298.

¹⁵ Mariwilda Padilla-Díaz, "Phenomenology in educational qualitative research: Philosophy as science or philosophical science," *International journal of educational excellence* 1, no. 2 (2015): 101–10.

¹⁶ Isaac Tuffour, "A Critical Overview of Interpretative Phenomenological Analysis: A Contemporary Qualitative Research Approach," *Journal of Healthcare Communications* 2, no. 4 (29 Juli 2017): 52.

closure policy on the student learning process.¹⁷ However, according to the Government, the Government determines the closure to avoid physical contact in schools but opens for online classes. The concerns of these parties are very reasonable because the impact one of the major impacts of the closure is the learning loss suffered by the schools. This is a response because school closures can not only be easily directed into online learning systems because online learning must be assisted by the application of this technology, leaving severe problems that can have an impact on the implementation of various subjects as a whole. The learning loss will occur not only between the lessons but also between the schools and even between regions in Indonesia.¹⁸

Until now, there is no very detailed certainty that what has and might happen as a result of this school policy, especially for schools in remote areas of the country where the ability of schools and communities to adapt to the new system is, of course, a problem. If we look at the data, some studies reveal many findings, which is indeed a reason for the researcher to get more understanding of what happens to learning losses, especially for students in middle and high school. Elementary schools are schools where they mostly had not been able to participate in technology-based learning. Technology-based Learning may be more relevant to university students because the level of independence and responsibility will undoubtedly differ from the level of compliance with independence and independent autonomy in elementary school children.¹⁹

The impact of learning loss also occurs between groups of students, especially those who come from economically disadvantaged families. They go to school, of course, not only to get learning as in the curriculum but because they also want to get to a living center, where they can have more friends to live in a more social way. What running loss says and how the study has measured and proven is that they can be done by comparing the semester or the year before the pandemic, for example, in 2017, 2018 then the annual evaluation value in 2020 to 2021, where it can be that there is a gap or learning loss that occurs very significant. The measurement can undoubtedly be seen from national value and average compared with a valid benchmark that measures learning loss.²⁰ The concerns of educators and researchers will undoubtedly become the concerns of researchers to continue the research on what content the loss of learning can have an impact that will remain continue in the future. In this case, students or the community certainly have the right to get fair treatment after the impact of the school closure policy has caused losses for students and families.²¹

Coping With Learning Loss

Learning misfortune is a term that alludes to the deficiency of information and abilities, both overall and in specific content. On the other hand, it also reflects the decrease in the instructive cycle because of specific circumstances. These circumstances remind the expansion of the time frame for the scholarly schedule, dropouts experienced by understudies because of the destitution, and face-to-face school terminations because of the pandemic.²² It is said that

¹⁷ Robin Donnelly dan Harry Anthony Patrinos, "Learning Loss during Covid-19: An Early Systematic Review," *PROSPECTS*, 10 November 2021, <https://doi.org/10.1007/s11125-021-09582-6>.

¹⁸ Sudarmo Sudarmo dkk., "The Future of Instruction Media in Indonesian Education: Systematic Review," *AL-ISHLAH: Jurnal Pendidikan* 13, no. 2 (31 Agustus 2021): 1302–11, <https://doi.org/10.35445/alishlah.v13i2.542>.

¹⁹ Putra dkk., "The Students Learning from Home Experiences during Covid-19 School Closures Policy In Indonesia."

²⁰ Rasmitadila dkk., *The Perceptions of Primary School Teachers of Online Learning during the COVID-19 Pandemic Period: A Case Study in Indonesia, Online Submission*, vol. 7, 2020, <https://eric.ed.gov/?id=ED606349>.

²¹ Muhammad Sholahuddin, Sardjana Orba Manullang, dan Dyana Sari, "Understanding Review of Economic Loss Due to Government Policy Respond to the COVID-19 Disruption in Indonesia," SSRN Scholarly Paper (Rochester, NY, 2 Mei 2021), <https://papers.ssrn.com/abstract=3838154>.

²² Heru Kumiawan dan Budiyo, "Heroe's Model: Case Study to Reduce Students' Learning Loss and Anxiety," *Cypriot Journal of Educational Sciences* 16, no. 3 (2021): 1122–40. Shivangi Dhawan, "Online Learning: A Panacea in the Time of COVID-19 Crisis," *Journal of Educational Technology Systems* 49, no. 1 (1 September 2020): 5–22, <https://doi.org/10.1177/0047239520934018>.

learning misfortune does not ultimately happen because of distance learning or the shortfall of face-to-face learning. "Learning misfortune is frequently brought about by instructing strategies that are just moved out of the study hall and completely embraced to web-based learning." In this present circumstance, the educator appropriates data and correspondence in only one heading, which then, at that point, makes understudies get exhausted rapidly and not energetic in learning.

For that, there are numerous ways of facing learning misfortune:

1. To have a development in mentality. Instructors should have a development in mentality, explicitly believing that they can develop and create something as may be indicated by the progression of the times. For instance, web-based Learning completed during this pandemic speeds up teachers and understudies in managing the proliferating computerized period.
2. To understand Socio-Technical Knowledge Management. Educators should likewise comprehend Socio-Technical Knowledge Management in the advanced time, comprising info culture, infostructure, and infrastructure. Data culture is the exchange of data in the computerized period, one of which is known as mixed learning, a mix of people and innovation.²³

A basic illustration of mixed learning is that understudies learn how to utilize video material beyond class hours. Then, at that point, when the class starts, instructors and understudies can examine the discoveries or comprehension of the video material. The data structure is connected with institutional personality issues on the internet, for example, site locations and local area account connected with the organization's space name. Instructive establishments should have a specific space to give emails to instructors and understudies, so the data-moving process is not blended in with individual matters.²⁴ Notwithstanding the spaces, instructive organizations additionally need to be ready with applications that can be utilized for the educational experience. Foundation discusses the gadgets utilized in the advanced educational experience and the multiple performing tasks apparatuses, which can be utilized for different capabilities.²⁵

The foundation connected with offices and framework, devices, and power to the web is the most significant perspective that upholds the coherence of training in the computerized period. Carrying out present-day classes, educators are beginning to execute current classes or flipped classrooms, which consolidates nonconcurrent and coordinated angles. In the nonconcurrent stage, understudies concentrate on the material separately outside the study hall, both on the web and disconnected. The use of the Learning Management System (LMS) application is the norm in this example. Then at the simultaneous stage, in-class gatherings, both on the web and disconnected method, they are utilized for dynamic coordinated effort exercises from every understudy that energize undeniable level thinking or HOTS (Higher Order Thinking Skills) utilizing project-based picking up, including through introductions, conversations, careful cases.²⁶

The impact of the pandemic on student learning

²³ Rasmitadila dkk., *The Perceptions of Primary School Teachers of Online Learning during the COVID-19 Pandemic Period*.

²⁴ Madziatul Churiyah dkk., "Indonesia Education Readiness Conducting Distance Learning in Covid-19 Pandemic Situation," *International Journal of Multicultural and Multireligious Understanding* 7, no. 6 (3 Agustus 2020): 491–507, <https://doi.org/10.18415/ijmmu.v7i6.1833>.

²⁵ Nasution Nasution dkk., "Using Coping Strategies of Informal Sector Traders amid COVID-19 in Indonesia for Social Studies Teaching Materials on Realizing SDGs," *Journal of Social Studies Education Research* 12, no. 3 (24 September 2021): 144–74.

²⁶ Pebriyenni Pebriyenni dkk., "The Development of Higher Order Thinking Skills" (Atlantis Press, 2022), 283–88, <https://doi.org/10.2991/assehr.k.220108.052>.

The COVID-19 pandemic has exacerbated the crisis in health in various countries' education, especially in student learning loss. As a result of government policies that seem unilateral for reasons of maintaining safety, these policies have an impact on the loss of lessons that occur unequally between students and students, between schools and schools, and between subject areas and subject areas which are very risky for the continuation of learning in human resources perspective, especially in Indonesia.²⁷ As a big day, schools in Indonesia have been closed since early March 2020, and students are prohibited from leaving and expected to continue online classes with perfunctory technology support. Of course, what happened unintentionally was uneven, namely between low-income families compared to families who could anticipate technology-based learning with sufficient infrastructure. On the other hand, there were students who had economic difficulties receiving online guidance from schools, which exacerbates the learning gap from home to students. It seems that the Government has not taken the impact of their policies for having online study seriously.²⁸

The Government addresses this only to solve distance learning by providing technology and claims this is the best solution, but it is not the best for all students where education should get according to need. Distance learning is increasingly being carried out by students with technological facilities but, on the contrary, less enthusiastic for students from underprivileged families. An uneven drop-in learning occurs, known as learning loss. While the assessments carried out by schools between one family and another are, of course, with the same assessment, this is a shift in the value of cooperation and the selection of assessments. It seems to be a bit rushed. The arrangement of data at the student level shows a very significant difference between families from wealthy families who get scores high, while less fortunate families get a deplorable decline in grades. It is, among other things, the impact of the pandemic or government policies on online learning during the pandemic.²⁹

Different impacts of learning misfortune

The public policy of closing schools during the pandemic has impacted the learning process from one. This was revealed after an assessment comparing the year before the pandemic, i.e. for years 2018 and early 2019, and the learning outcomes in the years 2020 and 2021. The researcher firmly found that what happened in 2017 and 2018 was quite different from what happened in 2020, where students from low-income families have limited access to technology. It is because they are far from urban areas where internet access is severely disrupted. In the field of study areas such as foreign languages and mathematics, it becomes a very significant obstacle due to the lack of expected explanations, by students.³⁰

The effect of learning loss is also faced between lessons and the inability of teachers to reach students through technology assistance because many families cannot provide technological infrastructures such as computers and others. This inequality is critical so that the assessment of lessons and results between one student and another is very different. This is because students from less wealthy families tend to get shallow scores; on the other hand, those from families who can have them are pretty high. This inequality is felt to have harmed students who come from underprivileged families. On this basis, the Government's seriousness is

²⁷ Consilz Tan, "The impact of COVID-19 pandemic on student learning performance from the perspectives of community of inquiry," *Corporate Governance: The International Journal of Business in Society* 21, no. 6 (1 Januari 2021): 1215–28, <https://doi.org/10.1108/CG-09-2020-0419>.

²⁸ Alchamdani Alchamdani dkk., "The Impact of Covid19 Pandemic on Online Learning Process in the College at Southeast Sulawesi | JURNAL KESEHATAN LINGKUNGAN," *JURNAL KESEHATAN LINGKUNGAN* 11, no. 4 (5 Oktober 2020), <https://www.e-journal.unair.ac.id/JKL/article/view/20730>.

²⁹ Nasim Muhammad dan Seshasai Srinivasan, "Online Education During a Pandemic – Adaptation and Impact on Student Learning," *International Journal of Engineering Pedagogy (iJEP)* 11 (20 Mei 2021): 71, <https://doi.org/10.3991/ijep.v11i3.20449>.

³⁰ Liubiana Arantes de Araújo dkk., "The Potential Impact of the COVID-19 Pandemic on Child Growth and Development: A Systematic Review," *Jornal de Pediatria* 97 (18 Agustus 2021): 369–77, <https://doi.org/10.1016/j.jpmed.2020.08.008>.

needed to overcome this discomfort and the differences that occur so that it enlarges the achievement gap between students between families and fields of study.³¹

Learning Loss and Government Roles

The loss of Learning and the responsibility of authority is still very problematic. Since the early closure of schools where students and teachers are sent home, this has made sense of face-to-face Learning and is based on an uneven study in which 62 million students from primary schools are denied the opportunity to learn with the help of technology. With the Government's policy of enforcing zones such as green, yellow and red, there are differences in the movement of the community, including students, which impact learning outcomes.³² During the last month, many schools and religious schools, such as Islamic boarding schools, had a big holiday and were sent home.

As can be seen, the Government seems to have made a mistake in enforcing the lockdown treatment zone and other restrictions based on geography and financial conditions due to the disruption of the business center.³³ Indeed, the ministry of religion and the ministry of education have provided direction and assistance to teachers in technology-based learning, where e-learning applications are dominant-learning initially programmed for learning, both for homeroom teachers and lesson teachers. However, in its implementation, there were obstacles with various problems, such as infrastructure and learning outcomes, which were unequal. With help of technology, it has provided opportunities for various students from families who can afford it, and for those who cannot afford it provided very different learning gaps. In addition to relying on technology for delivering educational materials, television is an essential solution for technology-based learning which the Government claims 90% has been a success.³⁴

The public considered that the provision of computer technology subject matter from school to home was initially thought to be supportive. However, due to technical and technology-related problems, the community judged that the program was not very encouraging. In other countries, many schools experienced this learning as an emergency. Meanwhile, each Government has indeed reviewed various ways to get the opportunity to help students from home, but a massive policy in which lockdowns and other restrictions remained.³⁵ The Government should have various steps to anticipate the implementation and measurement so that tens of millions of Indonesian children do not leave school with the reasons for government policies to save them from covid. The Government shall be able to tell about education problems so that many drops out of school. Thanks to the various possibilities resulting from this policy, it is essential that the community does not feel disadvantaged where many school youths lose up to 30% of their learning, and moreover, some of them shall have to leave class.³⁶

³¹ Yan Mao dkk., "Effects of tourism CSR on employee psychological capital in the COVID-19 crisis: from the perspective of conservation of resources theory," *Current Issues in Tourism* 24, no. 19 (2 Oktober 2021): 2716–34, <https://doi.org/10.1080/13683500.2020.1770706>.

³² Senza Arsenty dkk., "Teaching and Learning During School Closure: Lessons from Indonesia," 21 Agustus 2020, <https://think-asia.org/handle/11540/12448>.

³³ Chairil Faif Pasani, Rizky Amelia, dan Zainudin Hassan, "LEARNING LOSS AND EDUCATION INEQUALITY IN INDONESIA (MAPPING THE POTENTIAL, CONSEQUENCES, AND THE COVID-19 CRISIS)," *Review of International Geographical Education Online* 11, no. 10 (11 November 2021): 1171–81.

³⁴ Vina Karmilasari dkk., "Government Capabilities to Guarantee the Sustainability of Education in Indonesia During the Covid-19 Pandemic Period" (Atlantis Press, 2022), 477–82, <https://doi.org/10.2991/assehr.k.220102.062>.

³⁵ Hendarman Hendarman, "Collaborative Governance for Reopening Schools in Indonesia Following the COVID-19 Pandemic," *KnE Social Sciences*, 20 Mei 2022, 453–64, <https://doi.org/10.18502/kss.v7i9.10958>.

³⁶ Husni Teja Sukmana, Kyung Oh Lee, dan Taqwa Hariguna, "The Influence of E-Quality, Incident and Quality Management on the Training Stimulation of Government Employees in Indonesia: Moderating Role of Quality Information System," *International Journal for Quality Research* 15, no. 2 (2021): 519.

In relation to learning loss between students and other students; it is feared that their future will continue to deteriorate. They should get all the service that they deserve or otherwise, they will still continue to be the losers. Regarding school closures, the Government should provide a more critical solution meanwhile supporting the various needs of students. People shall not think that the Government does not have a solution for the Government's policies that make students leave school and the reason they are diverted to online maintenance is due to one or another thing, such as internet access. Unequal limited learning based on technology made children find the inability to access services that are, according to them, looked at as very modern technology.³⁷

Learning loss and solution

No-innovation, low-tech, and super-advanced ways to deal with help learning ought to be accessible and resourced. The more instructive program has been an essential asset; however, more straightforward assistance is likewise required. Educators are, as of now, making home visits to understudies in numerous areas without web availability. Assuming these visits are suitable, the Government shall provide guidance on how to do it securely, and how to make school budget assets to be used to pay for the teachers' or instructors' transportation. Alternate ways shall further incorporate the development of the availability and preparation to the teachers or instructors to give more effective and intelligent internet learning.³⁸

Most educators and understudies are unprepared to take sudden and unexpected action against internet learning. As indicated by the Ministry of Education and Culture's Rapid Survey on gaining from home, educators recognized the web and observed understudy progress as their primary difficulties. Indonesia can uphold advancing now and increment framework versatility through interests in web-based educating and learning limit, information capacity, and a safe foundation. For instance, each sub-region shall have a school furnished with a PC/cell phone, web, power, water, and disinfection offices with printed showing materials for a free review. The accompanying arrangement distinguishes and upholds those slacking with various guidelines.³⁹

When schools return, endeavors ought to be made to distinguish understudy learning holes, by offering additional assistance to understudies who are generally adversely impacted, and separately showing in light of their degree of learning. Proficient improvement of instructors with an emphasis on separate learning is suggested as a component of the work.⁴⁰ These developmental evaluations and capacity-based bunching could become a highly durable piece for further development in post-COVID-19 education practice. At that point, the assistance to oppress the understudies to get back to school may be good. Several nearby state-run administrations are finding different ways to guarantee that the people who are probably going to exit schools. For example, understudies from unfortunate families and more established youngsters who support family pay can remain in school. The initial step could be to have a clear correspondence and effort around school, with explicit effort, including home visits to those most in danger of losing their educations.⁴¹

³⁷ Juharyanto Juharyanto dkk., "Professional Teachers' Capability in the Implementation of Online-Based Quality Learning in Covid 19 Pandemic Era: Analysis of Technology Infrastructure Support in Indonesia," *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan* 6, no. 12 (1 Desember 2021): 1923–29, <https://doi.org/10.17977/jptpp.v6i12.15171>.

³⁸ Sudarmo dkk., "The Future of Instruction Media in Indonesian Education."

³⁹ Budi Azhari dan Iwan Fajri, "Distance learning during the COVID-19 pandemic: School closure in Indonesia," *International Journal of Mathematical Education in Science and Technology* 53, no. 7 (1 Juni 2022): 1934–54, <https://doi.org/10.1080/0020739X.2021.1875072>.

⁴⁰ Agus Wahyudi, "Learning Loss during Covid-19 Pandemic in Indonesia and the Strategies to Minimize It," *Journal of English Education and Linguistics* 2, no. 2 (21 Desember 2021): 18–25.

⁴¹ Alexandria Sarah Vania dkk., "Revitalisasi Pembelajaran Berbasis HOTS Di Abad 21," *ULIL ALBAB : Jurnal Ilmiah Multidisiplin* 1, no. 7 (13 Juni 2022): 2066–70.

The government lost its commitment to the solution.

The Indonesian Child Safety Coalition said the Government had no plans to reduce the potential of learning loss during the Covid-19 pandemic. Unicef has made guidelines as an intentional and structured effort to overcome the potential for learning loss. "So, what is the Government's effort to eradicate learning loss? That did not happen; there was no planning." Many solutions were given during a virtual conference of the Indonesian Child Safety Coalition regarding face-to-face learning to Risk Child Safety. The Coalition criticized the Government's move to organize face-to-face and distance learning without planning or mitigation. The Coalition criticized the uneven internet access during long-distance Learning and the increase in cases of implementing face-to-face Learning.⁴²

During this year's long-distance learning implementation, the procurement of credit assistance was very late, namely when the Covid-19 pandemic ran for half a year. Then, the Government was in a hurry to organize face-to-face learning because it gradually dropped some time ago. "However, cases of the delta variant of SARS-CoV-2 have soared. From that timeline, is the government planning or carrying out mitigation efforts, and what roadmap do they offer to get out of this situation or overcome learning loss." They said there are fears that the transmission of SARS-CoV-2 in schools will repeat itself.⁴³

On the other hand, if long-distance learning is maintained, the potential learning loss will occur again. Second, Educators also highlighted the Government's failure to prioritize the safety of children and school residents. He said the limited face-to-face school could indeed be done when schools are in areas with epidemiologically have a small risk or are safe. However, he questioned why the Government did not consider vaccination for children under 12. However, here we see that the state's responsibilities are not all being implemented,⁴⁴ It shall be the responsibility of the Ministry of Education and Culture provides online-based training to teachers to improve the ability of teachers to provide material in various methods ranging from blended learning or half students at school and a half at home and home visits or teachers visiting students' homes. As mentioned in Data Lapor Covid-19 Volunteer Natasha Devanand Dhanwani assesses that the current policies of the Indonesian Government regarding SARS-CoV-2 are not based on public health but on the economy. "This also happened at the opening of face-to-face learning, which did not look at public health" "We think that health first comes with education because if it is not healthy, education can continue."⁴⁵

Limitation of data

As described before, the disruption caused by the Covid-19 pandemic was something that has never been experienced before by many peoples. People never think of its impact, especially the impact that will hit the education process. Indonesia, with a lot to learn, has limited infrastructure and other tools, so this pandemic condition raised a high impact between educational performance and people's expectations. So in this study, the researcher analyzes the impact of government policies on learning loss during the pandemic period, which has caused an imbalance in the learning process caused by policies responding to the pandemic.⁴⁶ The researcher has found that there has been a very significant learning loss compared to pre-

⁴² Álinson S. Xavier, Feng Qiu, dan Shabbir Ahmed, "Learning to Solve Large-Scale Security-Constrained Unit Commitment Problems," *INFORMS Journal on Computing* 33, no. 2 (Mei 2021): 739–56, <https://doi.org/10.1287/ijoc.2020.0976>.

⁴³ Xavier, Qiu, dan Ahmed, Seble Tadesse dan Worku Muluye, "The Impact of COVID-19 Pandemic on Education System in Developing Countries: A Review," *Open Journal of Social Sciences* 8, no. 10 (30 September 2020): 159–70, <https://doi.org/10.4236/jss.2020.810011>.

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⁴⁵ Alex F. Schwartz, *Housing policy in the United States* (Routledge, 2021).

⁴⁶ Ekarini Daroedono dkk., "The Impact of COVID-19 on Medical Education: Our Students Perception on the Practice of Long Distance Learning," *International Journal of Community Medicine and Public Health* 7, no. 7 (2020): 2790–96, <https://doi.org/10/ReviewerTheimpactofCOVID19.pdf>.

pandemic Learning, both between subjects and sectors between students and students. So in this analysis, we conclude that students from disadvantaged families feel the most significant impact left on their studies for several reasons we have been unable to address.

It is essential to underline that the limitations of our data and analysis of learning loss, which the researcher believes to have an impact are clear because many schools and students cannot attend the online class in their learning as well as the previously mentioned assessment. The researcher declares that learning lost is concluded by comparing the existing report. From such reports, the researcher will look for the causes and then make analyses to draw the trends that have occurred both before and are currently happening, that occurred since the policy was made to respond to the pandemic was carried out by Government.⁴⁷ The analysis and review will include data from within the country, which the researcher cannot claim for its validity, especially used for comparison with students in all other countries. However, the researcher believes that the exposure of the data made by experts can make the conclusion in this research able to explain the learning loss, which is the impact that occurred because of the implementation of the Government policies to respond to the pandemic, in form of closing schools and opening online classes which ultimately has an impact on gaps and learning losses between students and students between families and families and between governments in other regions and regions.⁴⁸

Conclusion

At the end, the researcher will conclude that the Government never expected that its policy of closing schools enforcing online classes, and relying on perfunctory technology will have a huge impact on learning loss to students and schools. So, when learning welding occurs, the Government has not been able to think of necessary solutions to the loss of learning. Learning loss occurs due to the inability of parents to support online learning, especially those from underprivileged families. On the other hand, we also found that learning loss occurred in several subjects, such as mathematics and foreign languages. We determine by reviewing the learning outcomes data before and after the pandemic.

From a legal point of view, the Government should be responsible and play an important role so that the public does not feel this is a highly complex thing, considering that the Government is the party most responsible for presenting school policies. So the Government shall be responsible for the community, students, and schools that suffer the consequences of this learning loss. In the end, the researcher can conclude that this research will be used as a foundation for further research to obtain new findings or to support the following research.

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⁴⁷ Araújo dkk., "The Potential Impact of the COVID-19 Pandemic on Child Growth and Development."

⁴⁸ Izzeddin A. Bdair, "Nursing Students' and Faculty Members' Perspectives about Online Learning during COVID-19 Pandemic: A Qualitative Study," *Teaching and Learning in Nursing* 16, no. 3 (1 Juli 2021): 220–26, <https://doi.org/10.1016/j.teln.2021.02.008>.

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