

LEARNING LOSS IN THE ONLINE INSTRUCTIONAL PROCESS

Restu Imaniar^{1*}, Andang Saehu², Juhana³

¹English Education Department, Universitas Terbuka, Indonesia

²English Education Department, UIN Sunan Gunung Djati Bandung, Indonesia

³English Education Department, Universitas Terbuka, Indonesia

Email: res2.imaniar@gmail.com, andangsaeu@uinsgd.ac.id, juhana@ecampus.ut.ac.id

*Corresponding author

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ABSTRACT

This qualitative study aimed to report the implementation of the online learning process and identify the causes of learning loss in the online instructional process in the pandemic. It focused on 50 twelfth grade students to be questioned and just 5 students to be interviewed, 4 English teachers, and 5 parents at an upper secondary school level in Sukabumi. They were selected purposively. The instruments used were questionnaires, and interviews. The results revealed The online learning process has caused a significant impact on English learning process (pre teaching, whilst teaching and post teaching activity) resulting in a lack of face-to-face teacher-student interaction and difficulties in monitoring attitudes and behaviors. Furthermore, teachers must adapt to the new pedagogical approach, which includes prior training in technological tools, making clear and attractive materials, maintaining students' discipline and creativity, and efficient time management. There were students' challenges relating with understanding their materials, internet connections, and the effective use of multimedia resources. Thus, parents and teachers also face challenges in supervising, managing work schedules, fulfilling household responsibilities, and providing support for their children's online learning

Keywords: Online instructional process, learning loss, the challenges

INTRODUCTION

The COVID-19 pandemic that hit the world for more than one year has changed various aspects of human life (Chang et al., 2021; Maulyda et al., 2021). This pandemic necessitates social distancing to break the

chain of the COVID-19 virus's spread (Shoenfeld, 2020). The learning process from face-to-face (directly) must turn into online learning (Tantri, 2018). This significant change has led to learning difficulties experienced by students,



teachers, and related policymakers (Education Office).

For students, the first difficulty is the change in the learning climate, which is usually carried out directly and communally in learning that is carried out individually (Rhamdan, Witarsa, 2018). Students who used to interact directly with teachers and other students no longer do so (Apsari et al., 2020). According to Liu's research (2019) on the pandemic, there were a lot of hardships in learning experienced by students and teachers. For teachers themselves, the difficulty in carrying out the learning process is in educational facilities. An internet connection is one of the instruments that the teacher must have for distance learning. (Pei & Wu, 2019).

The difficulties in this learning process will lead to learning loss (Zhao, 2022). Zuraini and Nurhayati (2021) mention that the Ministry of Education, Culture, Research, and Technology defines learning loss as a loss of learning opportunities due to a low teacher's involvement in the learning process, resulting in a decrease in learners' competencies (Zuraini & Nurhayati, 2021). Schools use the term "learning loss" to describe the non-maximal learning process (Huang et al., 2020). The learning process is unproductive, and the knowledge gathered by students will provide inadequate student learning results. As a result, learning loss will impact the quality of human resources created during the COVID-19 pandemic (Cook-Wallace, 2018).

Long before the pandemic, Indonesia had experienced learning loss that occurred due to several factors, among them a gap in the quality of education in some parts of Indonesia, particularly in Eastern Indonesia; the condition of dropping out of school due to economic factors; the

intentional quitting of school due to trauma or lack of confidence; and the inability to obtain an education due to internal or external factors (Zuraini & Nurhayati, 2021).

During the pandemic period, the term "learning loss" refers to the opportunities for learning lost due to the reduced intensity of interaction with teachers during the face-to-face learning process. This term is rarely used before a pandemic because it is commonly believed that the intensity of student-teacher interaction does not face obstacles during the face-to-face learning process.

However, during the COVID-19 pandemic, the suspension of face-to-face education in public schools has raised worries about the impact on students' learning. Moreover, it happened globally, not only in Indonesia but also in the entire world. That is why many concerns arise about learning loss, which may get worse after the pandemic.

So far, there is little research concerning learning loss. Regrettably, none of these studies have addressed the issue of EFL writing learning loss in senior high school. Most research concerned with learning loss happened in elementary education dealing with reading and math (Cooper, 2003). Moreover, Cooper et al.'s (1996) research integrated 39 studies that solely examined the effects of summer vacations on standardized achievement test scores. In Indonesia, the concern over the current issue does not touch on the whole issue that happened in our country.

Indonesian government has already established regulations regarding PTMT (Pembelajaran Tatap Muka Terbatas) to reduce learning loss. Regrettably, each area in Indonesia lacks a clear regulatory framework for the educational process.

However, AlSaleh (2021) from Kuwait University provides the sole source for the stakeholder effort to address this issue. He asserts that many individuals hold the belief that without appropriate action plans, children would fail to acquire the necessary skills, leading to a significant learning loss (Alsaleh, 2021). They further argue that these efforts are insufficient to prevent learning loss, and they advocate for a new Ministry of Education policy. Ultimately, the learning loss study is a new issue that reaches a global peak in October 2021.

In addition, the Ministry of Education, Culture, Research, and Technology (*Kemendikbudristek*) released the results of the PISA 2022 on Tuesday, December 5, 2023. The PISA 2022 results showed that Indonesia's literacy learning output ranking rose 5 to 6 positions compared to PISA 2018. This increase is the highest ranking (percentage) achievement in Indonesia's history after PISA. In addition to using PISA, since 2021, Indonesia has implemented the National Assessment (AN) to map the quality of education in each school and region more comprehensively. The international reading literacy score on the 2022 PISA has dropped an average of 18 points, while Indonesia has lost 12 points, which is a low-category decline compared to other countries.

Based on that, the research questions were:

1. How was the online learning process carried out in twelfth grade students of one of the upper secondary school levels of education in Sukabumi, West Java during COVID-19?
2. How does learning loss potentially happen to twelfth grade students during online learning of writing in

one of the upper secondary school levels of education in Sukabumi, West Java during COVID-19?

METHOD

This study used qualitative approach and case study research. It was conducted at twelfth grade students in one of the upper secondary school levels of education in Sukabumi, West Java. The main data for this study was collected through a questionnaire administered to all four English teachers and 50 students. The interview was conducted with several stakeholders, including 4 teachers, 4 students, and one parent. The informants were chosen due to their experience with online classroom and all of them were chosen purposively (Creswell, 2014).

This study employed two data collection namely questionnaire and interview. All of them are analysed through reducing, displaying, and concluding data (Mile.Mattew B; Huberman, A Michael;Saldana, 2014). This study involved the triangulation of all the collected data to get valid data.

The proses of reducing was a step of summarizing, classifying, and focusing on important things. In this step, the researcher reduced the data of questionnaires and instruments by summarizing, classifying, and focusing on answering the research questions. The process of reducing was the step of arranging data in patterns of relationship. In this step, the researcher assessed the data from questionnaire and interview to get valid data, and it was displayed to answer the research questions. The process of concluding was producing the conclusion based on the result of questionnaire and interview to answer the research questions. Moreover, the triangulation technique was used to check

the validity data through various instruments namely the questionnaire and interview data (Creswell, 2014).

FINDINGS

Based on the questionnaire, interview and observation. The study found the following results:

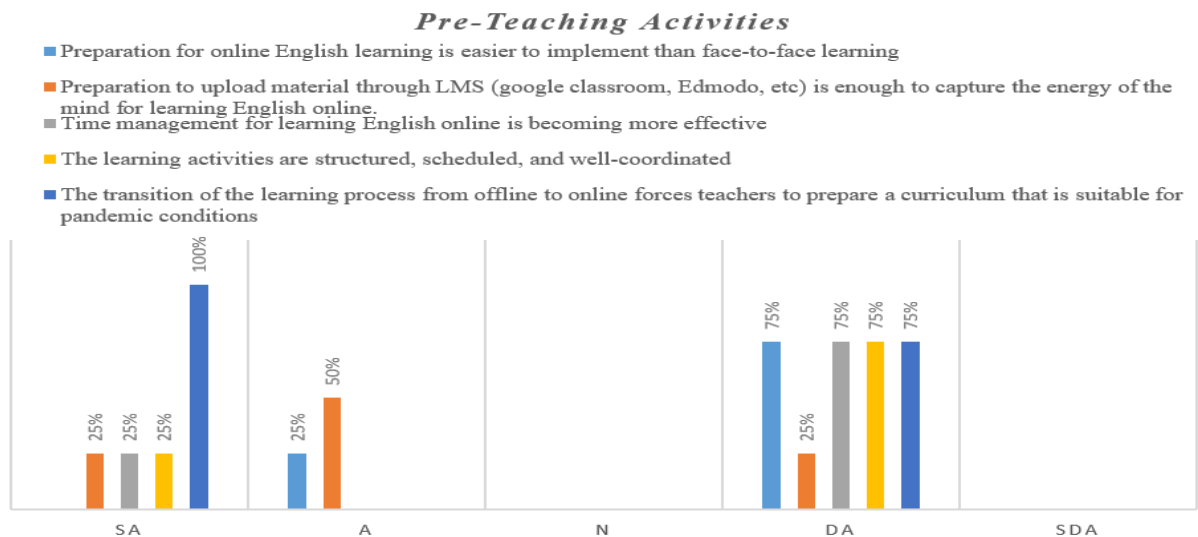
1. The implementation of the online learning process

a. Pre-teaching Activity

100% of teacher said that The transition of the learning process from offline to online forces them to prepare a curriculum that is

suitable for pandemic conditions, 75% of teachers said that preparation for online English learning is not easier to implement than face-to-face learning, 50% of teachers stated that preparation to upload material through LMS is enough to capture the energy of the mind for learning English online and time management for learning English online is not becoming more effective for 75% teachers. Moreover, the learning activities are not structured, scheduled, and well-coordinated for 75% of teacher as the following chart 1.

Chart 1. Pre-Teaching Activities



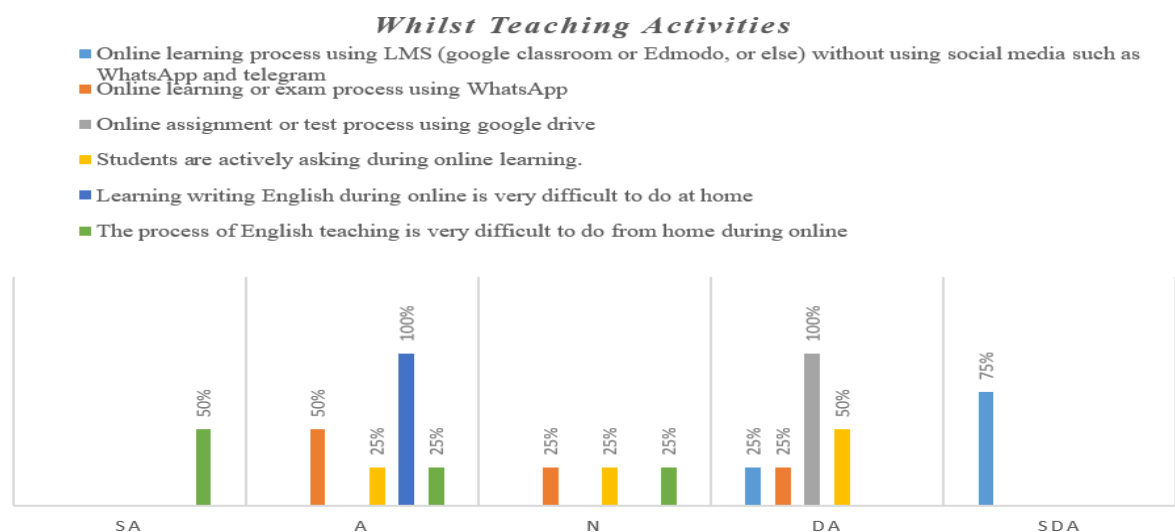
b. Whilst Teaching Activities

75% teachers strongly agreed and 25% agreed to integrate social media such as WhatsApp and telegram in the online learning process while using LMS (google classroom or Edmodo, or else), 50% teachers used WhatsApp in the online

learning or exam process, 100% did not use google drive in the online assignment or test process, 50% teacher stated that students were not actively asking during online learning, 100% teacher stated that learning English during online is very difficult to do at home as showed in the following chart 2.



Chart 2. Whilst Teaching Activities



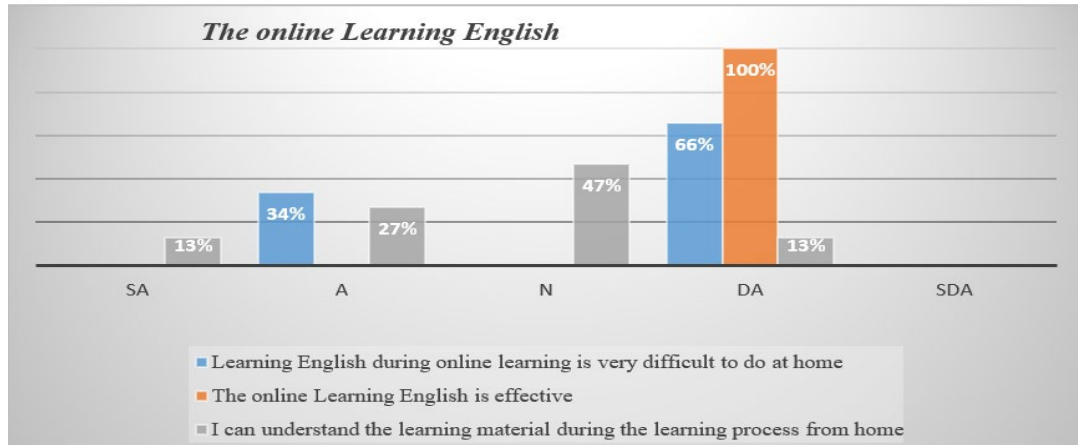
Moreover, based on the interview, the all of teacher used various media such as Google Classroom, WhatsApp, Canva, PPT, YouTube streaming, LMS, and Blog. Furthermore, they used various learning strategies such as Structure quizzes, think-pair share, diary, WhatsApp discussion, materials shared on Google Classroom and Blog. In addition, they used various activities such as Joining webinars, searching newest learning applications, finding new methods, having interactive YouTube streaming, giving assignments via WhatsApp, having google meeting, giving materials via google classroom and blog as stated in the following statement:

T1, T2, T3 and T4 said I used various media such as Google Classroom, WhatsApp, Canva, PPT, YouTube streaming, LMS, and Blog. I used various learning strategies

such as Structure quizzes, think-pair share, diary, WhatsApp discussion, materials shared on Google Classroom and Blog. Relating activities, I did various activities such as Joining webinars, searching newest learning applications, finding new methods, having interactive YouTube streaming, giving assignments via WhatsApp, having google meeting, giving materials via google classroom and blog.

Based on the result of students' questionnaire, 66% students stated that Learning English during online learning is very difficult to do at home, and 34% students stated that it was not problem. Moreover, 100% stated that online learning was not effective and 13% did not understand the material but 40% can understand it as showed in the following chart 3.

Chart 3. Learning English during online



Moreover, the following were the result of students' interview relating with their online learning experience:

Student 1 (S1): *I was bored because the learning process was boring.*

Student 2 (S2): *We did not understand the materials because the teachers only shared the materials without explaining them further and immediately gave us the assignments.*

Student 3 (S3): *We found it was difficult to understand grammar, let alone learn it online.*

Student 4 (S4): *We love to learn online because the time was flexible.*

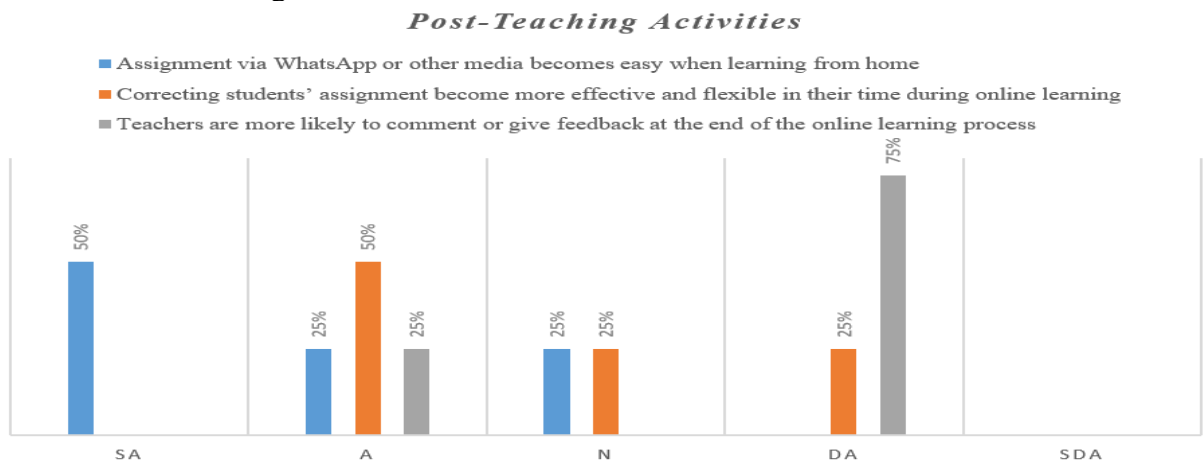
Student 5 (S5): *We cannot socialize with*

our friends. We felt hesitate to ask questions to the teachers.

b. Post-teaching activities

50% strongly agreed and 25% agree to use WhatsApp or other media in distributing assignment when learning from home because of the easiness, 50% teacher stated that correcting students' assignment become more effective and flexible in their time during online learning, and 75% of them stated that they were not more likely to comment or give feedback at the end of the online learning process as showed in the following chart 4.

Chart 4. Post-teaching activities



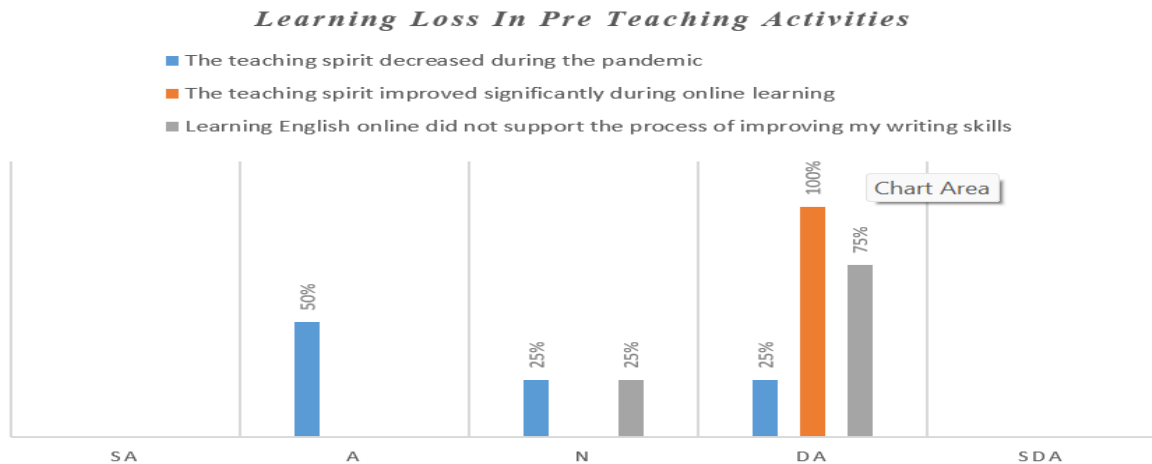
2. The causes of learning loss in the online writing instructional process

a. Learning loss in the Pre-teaching activities

50% teachers stated that their teaching spirit decreased during the pandemic,

100% teacher stated The teaching spirit did not improve significantly during online learning but 75% teachers stated that learning English online supported the process of improving their skills as showed in following chart 5.

Chart 5. Learning loss in the Pre-teaching activities

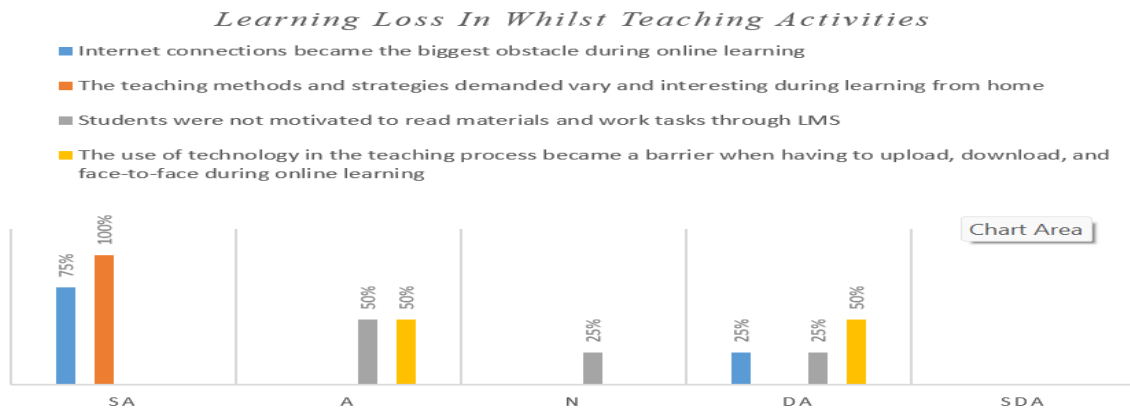


b. Learning loss in Whilst teaching activities

75% teachers stated that internet connections became the biggest obstacle during online learning, 100% teacher demended various teaching methods and strategies during online learning, 50% teacher stated that their students were not motivated to read materials and tasks

through LMS, and 50% teacher stated the use of technology in the teaching process became a barrier when having to upload, download, and face-to-face during online learning but 50% of them said the use of technology in the teaching process did not become a barrier as showed in the following chart 5.

Chart 6. Learning loss in Whilst teaching activities



c. Learning loss in the Post-teaching activities

100% teachers stated that the monitoring process of attitudes and behaviours

Chart 7. Learning loss in the Post-teaching activities

Learning Loss In Post-teaching Activities



Moreover, there were some learning loss based on the interview namely low motivation, little time to explain the material, lack of communication (giving feedback), lack of supporting tools as showed in the following.

T1: *The motivation of the student to learn decreases with each learning sessions.*

T2 and T3: *There is little time to explain the materials given and also to explain what they have to do because the teacher did not know for sure that they have understood or not because the students did not ask or did not answer the teacher's questions.*

T4: *There are some students who did not have adequate facilities such as cell phones or computers and internet quotas to support learning.*

In addition, based on interview there were some obstacles stated by the students as the following.

S1 and S2: *We struggled to understand the materials because the teachers gave us more assignments than the material explanations.*

S3: *We are unable to freely express our difficulties to the teachers.*

S4: *We did not understand grammar.*

became difficult on online learning as showed in the following chart 7.

S5: *We cannot practice with our friends and teachers like we did in face-to-face learning.*

Furthermore, there were some challenges based on interview to students' parent namely the teacher failed to explain the material that the students did not understand as the following statement.

Many complaints arise about teachers who fail to explain the materials; they simply present the PPT (power point slide) without providing any explanation. I have not much time to help my children because I had some work to do and I have not some knowledge to help their task. For instance, the chemistry lesson requires direct observation through experiments or comprehension of concepts. When it comes to complaints about online learning, my child's main issue is that she sometimes struggles to understand certain learning functions or strategies.

DISCUSSION

1. The Ways The Online Learning Process.

a. Pre-Teaching Activities

In online learning, the uploaded material was the primary source of



instruction (see chart 1). Teachers need to ensure the content is clear, concise, and grammatically accurate that takes time and effort. According to Sari (2021), English teachers play a crucial role in guiding students to achieve learning objectives during online teaching. The effectiveness of the online teaching and learning process is dependent on the active participation of both teachers and students. (Sari, 2021)

In term of teaching preparation, one teacher agreed that online learning provided teachers with flexibility in preparation, allowing them to manage their time and create a distraction-free environment. Online platforms offered pre-class materials and quizzes, allowing teachers and students to focus on specific areas. He was certain that he could easily handle all the preparations required to upload material content through the LMS (See chart 1).

However, three teachers believed that teachers must maintain strong self-discipline to stay focused and avoid distractions at home (See chart 1). Engaging students online required creative activities and tools, and teachers had to find new methods to gauge student understanding. Technical difficulties like unexpected internet connection problems or software glitches disrupted preparation and the flow of lessons. The uploaded materials should directly connect to the specific learning objectives teachers have for the online English lesson. Selecting and preparing the content effectively helps students achieve those goals. These factors added complexity to the seemingly simple task of uploading materials. They had to also mastery over the use of technology and its integration into the online teaching process (Wahyudin and Kuswoyo, 2017).

LMS platforms have specific requirements for uploading different file types. Teachers had to convert documents,

compress videos, or adjust image sizes to meet these requirements, which could be a technical hurdle. Teachers had to spend time formatting the content, incorporating visuals, or adding interactive elements to keep students engaged. It was important to ensure the uploaded materials are accessible to all learners. That's why one teacher used a blog as one of her teaching methods. Farmer (2006) in (Sullivan & Longnecker, 2014) stated blog posts are typically longer and more detailed than discussions on a board or emails, but less formal than essays or papers. They can also include images, links to other websites, and embedded multimedia. Students generally find blogs easier to use than traditional learning management systems like Moodle and Blackboard (Kim, 2008) and Tekinarslan in (Sullivan & Longnecker, 2014)

Time management played a crucial role in effective online English learning. Learning activities that are well-structured, scheduled, and coordinated enhance the effectiveness of time management. 25% respondent argued that online learning provided greater flexibility in terms of study time. Students who demonstrated effective time management skills were capable of enhancing their productivity and minimizing stress, whereas inadequate time management results in elevated stress levels and poor academic achievement (Gupta, 2018; Amin, 2019).

On one side, this implied that teachers had the flexibility to adjust their learning activities according to their existing obligations, enabling them to optimize their concentration during time spent studying. Distance learning eliminated the need for commuting to and from class, saving time and energy allocated to active learning (See chart1). Individuals have the ability to navigate across many internet platforms,



allowing them to advance at their own speed (Wahyudin and Kuswoyo, 2017).

Meanwhile, in the context of online English learning, effectively managing time (from the perspective of 75% respondent teachers) continued to be a prevalent challenge. To summarize, the process of creating excellent online courses generally required a greater amount of preparation time compared to creating effective traditional classes. Online platforms might potentially increase the administrative burdens imposed on teachers (Batbaatar & Amin, 2021).

All teachers' respondents strongly agreed that the shift from offline to online learning due to the pandemic necessitated a significant change in how educators approach curriculum development (See chart 1). Traditional curriculums are often designed for face-to-face interaction and may not translate well to online platforms. Activities that rely on physical resources or group work might need rethinking. The difficulties of adjusting to the new teaching style have affected instructors as well, since the educational process moved online to meet the demands of the epidemic period. The English teachers prepared lesson plans that aligned with the learning goal, the learning material, and the online teaching procedure using E-Learning, greatly assisting students in learning English at home (Amanda Beatty, Menno Pradan, Daniel Suryadarma, Florischa Ayu Tresnatri, 2020)

Keeping students focused and motivated could be tougher in an online environment. Traditional curriculums might lack engaging activities or interactive elements to maintain student attention. Not all students have equal access to technology or a reliable internet connection. Traditional curriculums might need adaptations to

ensure inclusivity for all learners. Hakim et al. (2019) suggested that English teachers and students can benefit from employing e-learning platforms as a means of achieving effective and efficient online learning objectives. Furthermore, it also assists students in achieving their intellectual abilities (Mandasari, 2020).

Online curriculums should promote active participation through quizzes, discussions, or collaborative tasks to keep students engaged and foster deeper understanding by incorporating multimedia resources like videos, audio clips, and interactive exercises. Detailed instructions and explanations become even more crucial in an online setting. Teachers should explore online quizzes, presentations, or projects to evaluate student learning effectively. The curriculum should be adaptable to accommodate unforeseen circumstances or different student needs during the pandemic. Both teachers and students could develop valuable technological skills through the use of online learning tools and platforms.

EL teachers were required to adapt class plans and activities, while also creating supplementary materials for English learners (ELs) and students with varying learning needs. They encountered challenges with collaborative planning and teaching in the distant learning. EL and general education teachers had issues in synchronizing shared planning sessions while working remotely, and core subject teachers struggled to allocate time for essential language development activities inside general education classrooms. Thus, Teachers play a crucial role in education since they directly help students in the process of online teaching and learning (Rusman, 2013).



Among the current era of technology, it was difficult to keep students engaged and motivated in their studies due to the absence of interesting and interactive components in conventional educational programs. Traditional curriculums may not accommodate every student, necessitating modifications to provide inclusiveness for all learners. Online curriculums should facilitate active engagement by incorporating quizzes, discussions, and collaborative assignments to develop comprehension and deeper insight (Hakim et al. 2019).

b. Whilst Teaching Activities

Integrating multimedia resources such as videos, audio clips, and interactive activities with text-based materials was essential in online classrooms to decrease students' difficulty in the online learning as result of interview that 66% students stated that Learning English during online learning is very difficult to do at home, and 34% students stated that it was not problem (See chart 4). Both teachers and students had to master using online learning tools and platforms such as LMS as stated in the following interview result:

T1, T2, T3 and T4 said I used various media such as Google Classroom, WhatsApp, Canva, PPT, YouTube streaming, LMS, and Blog. I used various learning strategies such as Structure quizzes, think-pair share, diary, WhatsApp discussion, materials shared on Google Classroom and Blog. Relating activities, I did various activities such as Joining webinars, searching newest learning applications, finding new methods, having interactive YouTube streaming, giving assignments via WhatsApp, having google meeting, giving materials via google classroom and blog

By integrating Learning Management Systems (LMS) with social media platforms like WhatsApp and Telegram, online learning can be increased through the organization of course materials, the ability to track student progress, and the promotion of collaboration and peer-to-peer learning (See chart 2). According to Sari and Putri (2019), the use of WhatsApp groups in online teaching and learning has a significant impact on improving communication and interaction in the process and reading skills (Kohar et al., 2022). Furthermore, Handayani & Aminatun (2020) suggest that WhatsApp can serve as an effective online learning tool due to its user-friendly interface and the favourable feedback received from students. As a result, students learned independently within the confines of their own homes (Kurniawan et al., 2022). It corresponded to the perspective of Sadikin and Hamidah (2020) stated that that online learning provides flexibility in its implementation, fosters self-directed learning, and encourages students to engage more actively in their studies.

The students did not understand the materials because the teachers gave them assignments rather than material explanations. The students found it difficult to focus on the materials and the learning process (see chart 3). Students had to focus during online learning to optimize their learning process, since a lack of attention could affect the effectiveness of online learning (Dhawan, 2020) and they lack the ability to engage in social interactions with peers and spend time alone without any distractions other than homework (Angdhiri, 2020)

Moreover, there was a possibility that students did not comprehend the correct meanings and messages, leading to inadequate academic performance or lack

of engagement in the classroom (Utpala, 2022), and Hutchinson and Waters (1987) in Sufiyandi (2017) proposed that effective materials do not instruct but rather motivate learners to acquire knowledge. So, Students had to adjust the present conditions and circumstances, including their current level of mental readiness especially to the online learning (Yuliyanto & Yamin, 2022) as Joshua Fahey Lawrence (2012) stated that if ELs do not consistently participate in school activities, their progress in English language development may come to a stop. Teachers should build a positive relationship with their students so that they would not feel stressed while studying with them. Interaction was the main point to determine the success of online learning (Dhawan, 2020). Besides that, the teacher should solve the problems related to students encompassed their expectations, readiness, participation, learning style (Wahyudin & Rido, 2020), and strategy (Lestari & Wahyudin, 2020) such as using gamification that can motivate and encourage students to study after engaging in a flipped classroom (Yoshania, 2023)

c. Post Teaching Activities

Delivering assignments through WhatsApp or other online platforms provided numerous benefits for students studying from home (See chart 4). Students had the ability to get their assignments at any given time and anywhere, as long as they had access to the internet. Online platforms facilitated the consolidation of assignments and feedback into one central place, streamlining the process for students to monitor their advancement and handle their academic responsibilities.

Nevertheless, WhatsApp was unsuitable for administering thorough exams due to its limitations, such as the presence of unrelated discussions and

interruptions (see chart 2). Additional alternatives for tests encompassed platforms like Moodle which offered secure examinations, question databases, and automated grading. In addition, applications such as Google Forms and Kahoot! Quizziz could be utilized for administering quizzes and providing instant grading as Inlim (2021) and Moore et al. (2011), the internet aids teachers in delivering lessons through e-learning (Halim & Sunarti, 2021).

The lack of student engagement could arise from various circumstances including both student-related and teacher-related aspects. Students grappling with the content or uncertain about their comprehension might be reluctant to ask questions for fear of being perceived as unintelligent.

Online learning, in contrast to a typical classroom environment, required preparing written comments or feedback sessions. The presence of several distractions in the home environment could impede the ability to concentrate on writing tasks, in contrast to a designated classroom setting. Online learning necessitated a significant level of self-discipline in order to remain focused and fulfil writing tasks without the physical presence of an instructor to ensure students' responsibility.

As a result, teachers gradually began to include more online learning aspects in their classroom instruction. Learning management systems was used to store lecture notes as slides or PDFs, access online readings, and establish online discussion forums. The rapid expansion of Massive Open Online Courses (MOOCs) has been one of the most significant advancements in online learning. However, the concept of e-learning is based on cognitive science principles that demonstrate how the use and design of

educational technology can improve effective learning ((Tobergte & Curtis, 2013; David, 2015, Wang et al., 2020)

2. The Causes of Learning Loss in the Online Process

a. The loss in the Pre- Teaching Activity

All teachers' respondents admitted their teaching spirit, which was often associated with school spirit and enthusiasm, decreased significantly during the pandemic as stated in chart 5 that 50% teachers stated that their teaching spirit decreased during the pandemic, 100% teacher stated The teaching spirit did not improve significantly during online learning but 75% teachers stated that learning English online supported the process of improving their skills as showed in following chart 5. The shift to online learning led to a lack of direct teacher-student interaction, which was crucial for building connections and fostering enthusiasm. All teachers also admit that the monitoring process of attitudes and behaviors became difficult on online learning. Students felt less engaged and less motivated to learn due to the absence of face-to-face interactions. Online learning often involved complex material presented through digital means, which could be difficult for students to comprehend. This led to frustration and boredom, further reducing the teaching spirit.

b. The Loss Learning in the Whilst Teaching Activities

Some teachers were not adequately prepared for online learning, which resulted in less effective teaching methods and a lack of enthusiasm among students. The use of technology in the teaching process became a barrier when having to upload, download, and face-to-face during online learning due to technical issues, lack of

technical skills, internet connection, software compatibility, and time constraint (see chart 6).

Online learning often involved repetitive and monotonous activities, leading to boredom and a lack of engagement among students. Students faced challenges in accessing and understanding educational resources, which added to their frustration and decreased enthusiasm for learning. Online learning platforms often lack the personal touch and immediate feedback. People often neglected writing practice and development in favour of reading comprehension and listening skills. Online learning platforms might not provide adequate instruction on writing techniques, limiting the growth of writing skills. Developing a unique writing style was also challenging, as platforms often focused on standardized formats. Addressing cultural and contextual differences was also a challenge.

These factors collectively contributed to a decline in the teaching spirit during the pandemic, making it essential for teachers to adapt and innovate their teaching methods to better engage students in the post-pandemic era. However, 75% teachers' respondents agreed that learning English online significantly supported the process of improving their writing skills. They believe online resources provided access to a vast array of texts, articles, and materials that could be used for reading and writing practice. This exposure helped learners develop their vocabulary and writing skills. Online platforms often included interactive exercises and writing activities that provide immediate feedback. This feedback could help learners identify areas for improvement and refine their writing skills.

Online learning platforms could be tailored to individual learners' needs and



levels. This personalization ensured that learners received targeted support and practice to improve their writing skills. Many online resources offered opportunities to interact with native English speakers, which could help learners improve their writing skills by getting feedback and guidance from experts as the result of interview:

T1: *The motivation of the student to learn decreases with each learning sessions.*

T2 and T3: *There is little time to explain the materials given and also to explain what they have to do because the teacher did not know for sure that they have understood or not because the students did not ask or did not answer the teacher's questions.*

T4: *There are some students who did not have adequate facilities such as cell phones or computers and internet quotas to support learning.*

Online learning allowed learners to practice writing at their own pace and convenience, which was particularly useful for those with busy schedules or those who preferred self-directed learning. However, the teachers claimed that their students had a higher tendency to use in plagiarism when they wrote.

Overall, online learning could be a valuable tool for improving English skills, offering a range of benefits that could enhance learners' abilities and confidence in writing. Internet connections became the biggest obstacle during online learning. This was a common problem faced by both students and teachers, as it hindered the effectiveness of online learning and teaching. Students and teachers experienced difficulties due to unstable internet connections, which led to frustration and decreased motivation.

The challenges discussed range from wider difficulties to more specific ones,

specifically caused by the students themselves. Students commonly had issues with internet connectivity and internet packages. Internal variables that contributed to these challenges included a limited knowledge of the topic, lack of focus, and difficulties in completing work. Surprisingly the students continued to express dissatisfaction with the similar issue they encountered during classroom instruction, particularly the number of assignments assigned by teachers. The issue continued to create challenges for them during the implementation of online learning. The findings of this study matched with a previous study that found unstable network connectivity as a major problem in online learning (Asha, 2021).

When learning from home, the teaching methods and strategies required vary and are interesting. Active learning approaches, such as the flipped classroom, were effective in engaging students and promoting autonomy in their learning. This method involved students learning at home and then coming to the classroom to apply what they have learned through collaborative activities and discussions (Yoshania, 2023). The flipped classroom approach, which involved students learning at home and then applying what they have learned in class, was effective in online learning. This method helped students develop critical thinking and problem-solving skills.

Online teachers often used presentations to deliver complex information in an engaging and visual manner. Teachers used video conferencing tools to share presentations with students and encourage discussion. During the pandemic, the four teachers implemented various learning methods and approaches such as structured quizzes, think-pair

shares, diaries, WhatsApp discussions, and sharing materials on Google Classroom and blogs. Teachers used class blogs to encourage students to share their learning experiences and reflect on their progress. This method helped students develop writing and communication skills while providing teachers with insights into student understanding. (Sullivan & Longnecker, 2014).

Three teachers said that the students were not motivated to read materials and work on writing tasks through Learning Management Systems (LMS) because of lack of engagement and connection found in traditional classroom settings that could decrease motivation for students to complete writing assignments.

One crucial function of material was to serve as a source of motivation for students, stimulating their desire to study. In order to achieve the objective, it was important to carefully choose the material.

The next step involved determining the learning activities. It encompassed a variety of actions taken during the classroom process to actively include the learners. The learning activities should enable the teacher to instruct and the learners to acquire knowledge without any hindrance.

c. The Learning Loss in the Post Teaching Activities

Based on result of the teachers' questionnaire, 4 teachers stated that the monitoring process of attitudes and behaviours became difficult on online learning as the evaluation (see chart 7). It could be approached from two perspectives: the assessment of students' development or achievement, and the evaluation of the program itself.

The material stage was crucial in the aforementioned explanation as it governed the process of learning and teaching in a

course (Alwright in Kitao, 1997). Typically, teachers and students relied extensively on instructional resources. Furthermore, Kitao (1997) found that materials often play a central role in instruction and have a significant impact on classroom activities. They have control over the content, methods, and procedures of learning.

Moreover, the primary problem revolved around the substance used to explain the subject matter. A significant number of students appeared to lack complete engagement in the classroom activities. They had a sense of boredom and were unwilling to complete the assignments. The tasks presented in the learning materials are often monotonous. The teaching and learning process might fail to effectively motivate learning and provide students with strong drive. The success of online learning is primarily determined by the level of interaction (Dhawan, 2020).

Thus, students experienced a lack of immediate and effective feedback on their assignments, which could discourage their constant involvement with tasks. Information accessible online might lack clarity and coherence, resulting in feelings of frustration and decreased motivation. Engaging in direct communication with teachers and other students might have a negative impact on students' motivation (see chart 3) as the following.

Student 1 (S1): *I was bored because the learning process was boring.*

Student 2 (S2): *We did not understand the materials because the teachers only shared the materials without explaining them further and immediately gave us the assignments.*

Student 3 (S3): *We found it was difficult to understand grammar, let alone learn it online.*

Student 4 (S4): *We love to learn online because the time was flexible.*

Student 5 (S5): *We cannot socialize with our friends. We felt hesitate to ask questions to the teachers*

Problems in the Learning Management System (LMS) could lead to annoyance and hinder educational progress. Online classrooms had lack options for modification that correspond to the specific requirements and interests of individual students. Additionally, they did not offer adequate incentives or rewards to ensure students remain engaged. In order to solve these problems, teachers could employ techniques such as delivering quick and effective feedback, integrating interactive components, and using multimedia materials to improve student involvement. Thus, three main categories influenced the obstacles to online teaching and learning: problems faced by teachers, issues experienced by learners, and challenges related to content development. The teachers faced challenges related to time management, teaching styles, and changing from face-to-face to online learning. Furthermore, content-related challenges emerged, including the use of multimedia in material development and the challenge of replicating face-to-face class content in an online learning environment (Wahyudin & Rido, 2020).

Interestingly, the students said that learning English online less enjoyable than face-to-face learning, but they claimed that learning in general from home was fun to do (see chart 3). Online education provided a means for students to both ensure their safety and maintain their academic progress. Students have the ability to conveniently select the course materials and effectively organize their time and learning speed (Newhall, 2020)

Moreover, Sugarman and Lazarine (2020) also noted that, apart from technology challenges, families have faced numerous other barriers in supporting their children's distant learning. Many parents of English Learners (ELs) have been unable to supervise their children's academic activities throughout the day as the following students' parent statement:

I have not much time to help my children because I had some work to do and I have not some knowledge to help their task

Ndeot (2021) supported this by claiming that due to a lack of parental competence when guiding children to study at home during the COVID-19 pandemic, learning loss occurred.

CONCLUSION

The online learning process carried out in one of the upper secondary school levels of education in Sukabumi, West Java, during the COVID-19 pandemic era has caused a significant impact on English learning process (pre teaching, whilst teaching and post teaching activity) resulting in a lack of face-to-face teacher-student interaction and difficulties in monitoring attitudes and behaviors. Furthermore, teachers must adapt to the new pedagogical approach, which includes prior training in technological tools, making clear and attractive materials, maintaining students' discipline and creativity, and efficient time management.

Students at one of the upper secondary school levels in Sukabumi, West Java, experienced learning loss due to challenges with understanding their materials, internet connections, and the effective use of multimedia resources. Thus, parents and teachers also face challenges in supervising, managing work schedules, fulfilling household

responsibilities, and providing support for their children's online learning..

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