



## Loss of Learning pada Anak Usia Dini

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**Abstract. Loss Of Learning in Early Children.** *The pandemic condition has affected policies in the world of education, especially the problem of changing learning system policies. Starting from full online learning to limited face-to-face learning, even some schools according to regulations have also conducted face-to-face learning. The changing learning conditions had an impact on the psychology of early childhood as students. This paper described the loss of learning that occurred during the Covid-19 pandemic in students, especially in early childhood due to the lack of parental competence when guiding children to study at home which causes less optimal stimulation in early childhood. Thus, the creativity of early childhood education teachers, the willingness of parents to continue to find appropriate methods in guiding and accompanying children in stimulating development at home, expected to be able to learn situation during the covid-19 pandemic. It was expected to find an adaptation process that can change students' views on learning, especially in stimulating early childhood development. This paper used a literature review method. The data in this paper were obtained from previous studies and then linked to the current reality. There were stages of reviewing the literature such as (1) choosing the topic to be studied, (2) tracking and selecting suitable/relevant articles, (3) analyzing and synthesizing literature, and (4) organize study writing. The data taken in this paper was data related to loss of learning during the covid-19 pandemic.*

**Keywords:** *Early childhood, Loss of learning, Pandemic Covid-19, Study at home.*

**Abstrak. Loss Of Learning Pada Anak Usia Dini.** Kondisi pandemi telah mempengaruhi kebijakan dalam dunia pendidikan, khususnya masalah kebijakan sistem pembelajaran yang berubah-ubah. Mulai dari pembelajaran *full* daring hingga pembelajaran tatap muka terbatas, bahkan beberapa sekolah sesuai ketentuan juga sudah melakukan pembelajaran tatap muka. Kondisi pembelajaran yang berubah-ubah berdampak terhadap psikologi anak usia dini sebagai peserta didik. Tulisan ini mendeskripsikan tentang *loss of learning* yang terjadi pada masa pandemi covid-19 pada siswa terutama pada anak usia dini karena kurangnya kompetensi orang tua saat membimbing anak belajar di rumah yang menyebabkan stimulasi pada anak usia dini kurang optimal. Dengan demikian, kreativitas guru PAUD, kemauan orang tua untuk terus menemukan metode yang sesuai dalam membimbing dan mendampingi anak dalam menstimulasi perkembangan di rumah, diharapkan mampu mengatasi situasi belajar di masa pandemi covid-19 ini. Diharapkan dapat menemukan proses adaptasi yang dapat mengubah pandangan tentang belajar pada siswa terutama dalam menstimulus perkembangan anak usia dini. Penelitian ini menggunakan metode kajian pustaka. Data dalam penelitian ini diperoleh dari penelitian terdahulu kemudian dikaitkan pada kenyataan saat ini. Ada beberapa tahapan dalam kajian pustaka yaitu (1) memilih topik yang akan diteliti, (2) melacak dan memilih artikel yang sesuai, (3) menganalisa dan memadukan kepustakaan yang sesuai, (4) Menyusun penulisan penelitian. Data yang diambil pada penelitian ini adalah data yang terkait Loss of Learning pada masa pandemic Covid-19. Dengan demikian, kreativitas guru PAUD, kemauan

orang tua untuk terus menemukan metode yang sesuai dalam membimbing dan mendampingi anak dalam menstimulasi perkembangan di rumah, diharapkan mampu mengatasi situasi belajar di masa pandemi covid-19 ini.

***Kata Kunci:*** Anak usia dini, Belajar di rumah, Loss of learning, Pandemi Covid-19.

## INTRODUCTION

The education system in Indonesia during this pandemic experienced a disorientation which was quite worrying. The COVID-19 pandemic has crippled education systems around the world with school delays. School closures have forced more than 1.6 billion students out of school (Andrabi, 2020). Although on a smaller scale, school closures not only occur due to COVID19, but can take the form of natural disasters and other viruses such as influenza and Ebola (Jaume and Willen 2018).

The complaints of parents appeared on various social media and even became an interesting spectacle for the Indonesian people when parents shared videos guiding their children at home and the children became confused, cried, even depressed because they were shouted at and asked to do homework. This phenomenon has opened our minds as actors in education that it is time to change the concept of "school". Based on as the Minister of Education and Culture of the Republic of Indonesia regarding the implementation of educational policies in the COVID 19 emergency in 2020 (Atsani, 2020) that Education should ensure that students can continue to study at home using online media. Learning at home during the COVID19 pandemic in Indonesia has prompted parental concerns such as a lack of guidance and educational materials (Usnadibrata, 2020).

Currently, early childhood learning can only be done through online learning due to pandemic conditions. The role of the teacher in formulating online learning strategies needs to be broadened taking into account the changing styles of teaching from face to face to online (Wardani, 2021). The low level of proficiency in technology and digital literacy becomes a challenge and attention to provide shareable options, such as text, video, image, sound and more Bao (2020). The role of school leaders in ensuring the achievement of effective and efficient educational goals during a pandemic is crucial. managerial activities and facilitation of quality improvement have declined (Supriadi, 2021)

The problem with early childhood online learning is the reduced student enthusiasm in the preschool setting. 30% of 35-year-olds participate in online programs, the participation rate decreases by 60% compared to face-to-face learning (Pier, 2021). The decline correlates with lower rates of parental involvement and teacher-parent relationships and is based on the fact that only 8% of e-learning participation is continuous (Jacobson, 2020). There are several barriers to accessing learning resources, especially in low-income families, but on the contrary, it is found in high-income families, who have great access to alternative learning resources such as that: books, computers, internet, television and smartphones (Wiresti, 2021; Chetty, 2020; Grewenig, 2020). In the end, the covid-19 pandemic emerged, schools were closed, and parents who worked outside the home were laid off, children then studied from home. Loss of learning has a permanent impact on children. Learning loss can occur when academic performance has declined from the previous year (Pier, 2021). Learning online risks having a generation with a learning loss that will have a permanent impact on

future generations, especially for early childhood education (Engzell, 2020). Kaffenberger (2021) states that even if schools are open and retain learning like everyone else, the impact of learning loss will not stop.

## METHOD

This paper uses a literature review method. The data in this paper were obtained from previous studies and then linked to the current reality. In writing this study, the author follows the stages of reviewing the literature according to the opinion of Ramdhani, Amin & Ramdhani, namely (1) choosing the topic to be studied, (2) tracking and selecting suitable/relevant articles, (3) analyzing and synthesizing literature, and (4) organize study writing (Rahayu, Syafril, Wekke, & Erlinda, 2019). The data taken in this paper is data related to *loss of learning* during the covid-19 pandemic. The search strategy was developed to be inclusive and rigorous for conducting a comprehensive search of the literature regarding loss of learning in children. The following databases were searched; JSTOR, Google Scholar, Medline and Inspire. There was no exclusion regarding the age of children in this electronic database search.

Table 1. Meta-analysis

Writer & year	Title	Journal	Method	Result
Bastian Betthäuser, Anders Bach-Mortensen, Per Engzell (2022)	A systematic review and meta-analysis of the impact of the COVID-19 pandemic on learning	HAL Science <a href="https://hal-sciencespo.archives-ouvertes.fr/hal-03681201">https://hal-sciencespo.archives-ouvertes.fr/hal-03681201</a>	Systematic Review	Results of meta-analysis on the magnitude of COVID-19 learning deficits, and on how learning deficits vary over time, across different groups of students, and across different country contexts.
Juel Jarani, Gentiana Nicaaj (2014)	Development Coordination Disorder in Children A Parent and Teacher Guide for Early Identification (Literature Review)	PloS one, 13(12) <a href="https://escholarship.org/uc/item/35m4p6x6">https://escholarship.org/uc/item/35m4p6x6</a>	Review Literature	For a child with DCD, motor skills are very difficult and require more effort. The diagnosis of developmental coordination disorder is most commonly made when the child's parents or teachers notice that he or she is lagging behind peers in learning motor skills, or having learning problems in school. Identification of coordination motor difficulties (skills) is an important phase when observing children for possible development coordination disorder. These are: poor kinaesthetic acuity, poor visual perception, poor static balance and postural control, loss of information

Writer & year	Title	Journal	Method	Result
Roby Naufal Arzaqi, Nur Faizah Romadona (2021)	The Kindergarten Headmaster's View of the Potential for Learning Loss in Early Childhood Education during Pandemic COVID-19	Indonesian Journal of Early Childhood Education Studies <a href="http://journal.unnes.ac.id/sju/index.php/ijeces">http://journal.unnes.ac.id/sju/index.php/ijeces</a>	Qualitative approach with a case study design	from visuals partial short-term or working memory, poor attentional control, reduced strength and enhanced co-activation of muscles, slow movement preparation, enhanced spatial and temporal variability and, finally, slow feedback processing The failure of online learning during this pandemic has created real barriers to some aspects of child development, namely the achievement of aspects of children's cognitive, social and emotional development. Other aspects of development are somewhat difficult for teachers to assess, but it is suspected that there has been a decline due to the limited time spent implementing e-learning.
Safrizal, Resti Yulia (2022)	Paud Teachers Encouragement Strategies In Facing The Dynamics Of Online Learning	Cakrawala Dini: Jurnal Pendidikan Anak Usia Dini   p-ISSN 2087-1317   e-ISSN 2621-8321 Vol. 13. No.1 May 2022	Qualitative descriptive method	That some of the encouragement strategies carried out by the teacher were carried out through giving appreciation in the form of praise, gifts, publication of the work, and home visits. This is done

## RESULTS

### *Loss of learning in the Covid-19 Pandemic Period*

Studying at home without proper preparation due to the COVID-19 pandemic can cause students to experience *loss of learning*. *Loss of learning* is a decrease in learning ability due to lack of quality and facilities in learning (Alifia, 2020). The habit of thinking that school is the only place to learn makes students lose interest in learning, students cannot learn because there is no teacher who teaches them directly.

This habit of learning to depend on teachers causes children to be less able to learn on their own by utilizing available resources around them. The BDR (Learning From Home) program was launched to avoid *loss of learning*. Is the BDR able to overcome the *loss of learning* in students? The implementation of learning from home is carried out with two methods, namely distance learning online ), using gadgets and laptops through several portals as well as online learning applications and distance learning outside the network/*offline* (Offline), using television, radio. , independent study modules and worksheets, printed

teaching materials, teaching aids and learning media from objects in the surrounding environment (Ministry of Education and Culture, 2020).

Based on the results of a study by Nurkolis & Muhdi in Central Java Province, the formulation of *e-learning* in PAUD is very effective, but the implementation of *e-learning* in PAUD is less effective, and there are three obstacles to implementing *e-learning* in PAUD, namely pedagogy, technology, and economics (Nurkolis & Muhdi, 2020). No matter how good the policy and curriculum formulation is, if the policy and curriculum implementers do not have the ability, the end result is that children still lose the opportunity to learn and develop.

Lack of parental competence in guiding children when studying at home can cause children to experience *loss of learning*. In the context of early childhood education, the author defines *loss of learning* as a delay in child development due to lack of stimulation appropriate to the child's age stage. During learning from home, PAUD teachers entrust parents to stimulate children at home according to the instructions given, but parents do not have sufficient competence to create diverse and fun activities so that children do not feel bored and depressed. In fact, studying at home causes early childhood to show changes in attitudes in psychosocial aspects such as defiance (*Negativism*), aggression (*Aggression*), selfishness (*Selfishness*), and psycho emotional disorders such as shyness and excessive emotions (Fauziah, Ernita, Octavia). , & Dwiyantri, 2020).

After getting stimulated by the teacher at school, children are then able to recognize two- and three-dimensional shapes, sizes, numbers, textures, sounds, grouping based on color, shape, size, function, color-shape, color-size, size-shape, color size. -shape, compare objects by size, sort objects by serialization, sort objects by 5 series, ABC-ABC pattern, ABCD-ABCD based on color order, shape, size, sound, color, function, source, etc., match number symbols with sum of numbers, one-to-one, one-to-many, group-to-group, number symbols, and matching.

The same development also occurred in other aspects (aspects of religious and moral values, social emotional, language, physical motor, and art). Thus, it can be seen that cognitive and other aspects of development in children are developing very well. Stimulation of developmental aspects in early childhood during the COVID-19 pandemic then shifted from activities designed by teachers at schools to activities designed by teachers but carried out by children at home accompanied by parents. During the developmental stimulation process at home, of course, there are differences between the way PAUD teachers teach and their parents. The children are able to study wherever and whenever they want to from many resources. The development aspects for children are stimulated by the real-life interaction in their environment. Therefore, the children who is disconnected from internet, electronic media and smartpone are able to develop their skill (Khadijah and Amelia, 2020).

Limited knowledge, creativity, and skills of parents in providing an environment and play equipment, parents have to work so they don't have time to accompany children in playing activities according to teacher instructions while studying at home, children's interest in participating in online learning activities is reduced and prefers to play *gadgets*, and an unsupportive playing environment around the house (Sari, Mutiara, & Aldila, 2020), in addition, various previous studies have shown that children experience emotional changes while studying at home. These limitations can cause aspects of children's development that were previously well developed not to show an increase and even tend to decrease and there

are no changes or do not develop anymore. The learning difficulties experienced by children are disrupted in one or more basic psychological processes that include understanding and using spoken or written language (Azis, 2019).

### DISCUSSION

The implementation of *e-learning* in the PAUD Unit uses social media such as *whatsapp* and *facebook*, uses the *zoom application*, *google meet*, and similar applications based on other internet networks. Teachers, parents, and children must have the ability and ease in accessing these applications so that learning can run smoothly and learning objectives are achieved. In addition, parents are also responsible for guiding children while studying from home, both *online* and *offline*.

As for the signs of *loss of learning* in early childhood, namely before the COVID-19 pandemic in the child development report, the teacher has described that the child's cognitive development has developed very well, if previously the child has not been able to recognize two-dimensional shapes (lengthwise, triangle, square, round), three-dimensional shape (tube, cube, pyramid, block), size (long-short, large-small, light-weight, intermittent), number (units, tens), texture (rough -fine, loud-soft), sound (loud-smooth, high-low, fast-slow), grouping (by color, shape, size, function, color-shape, color-size, size-shape, color-size-shape), comparing objects based on size "more than — less than", "most/ter", sorting objects based on serialization (small-medium-large), sorting objects based on 5 serializations (very small-smaller-smaller-larger-more largest-largest), pattern ABC-ABC, ABCD-ABCD based on the order of color, shape, size size, sound, color, function, source, etc., matching number symbols with number numbers, one-to-one, one-to-many relationships, group to group, number symbols, and matching.

Limited knowledge, creativity, and skills of parents in providing an environment and play equipment, parents have to work so they don't have time to accompany children in playing activities according to teacher instructions while studying at home, children's interest in participating in online learning activities is reduced and prefers to play *gadgets*, and an unsupportive playing environment around the house (Sari, Mutiara, & Aldila, 2020), in addition, various previous studies have shown that children experience emotional changes while studying at home. These limitations can cause aspects of children's development that were previously well developed not to show an increase and even tend to decrease and there are no changes or do not develop anymore. The learning difficulties experienced by children are disrupted in one or more basic psychological processes that include understanding and using spoken or written language (Azis, 2019).

### CONCLUSION

Based on the previous description, it can be concluded that the concept of risk of children experiencing *loss of learning* can be avoided. In addition, the learning system in schools that requires children to study in school is slowly being transformed into an education system that is more free for students to learn. There are some adaptation processes that can change students' views on learning, especially in stimulating early childhood development. They are increasing knowledge, creativity, and skills of parents in providing an environment and play equipment, parents have to work so they don't have time to accompany children in playing activities according to teacher instructions while studying at home, children's interest

in participating in online learning activities is reduced and prefers to play *gadgets*, and an unsupportive playing environment around the house (Sari, Mutiara, & Aldila, 2020), in addition, various previous studies have shown that children experience emotional changes while studying at home.

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