

## THE TRIGGERS OF LEARNING LOSS IN ONLINE LEARNING IN GERMAN LANGUAGE EDUCATION STUDY PROGRAM, UNIVERSITAS NEGERI MALANG

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### Abstract

This research is motivated by the results of analysis and interviews with lecturers of the German Language Education Study Program, State University of Malang. It was found that the phenomenon of learning loss has occurred among students as indicated by the decline in knowledge and skills at the beginning of offline learning. This study aims to describe the factors that can cause learning loss in students during online learning. Identification of the learning loss phenomenon was conducted so that lecturers and students can develop strategies to overcome gaps in learning materials. Learning loss is a phenomenon of decreased knowledge and skills. The phenomenon occurs due to sudden changes in learning. This research employed a descriptive analysis method with a quantitative approach. The sampling technique used Purposive Random Sampling, with a research sample of students from the 2019-2021 batch. The students were from three classes recruited randomly. Data was obtained using an online questionnaire distributed using Google Form. The results identified the lack of interaction between students and lecturers as well as students and students, the lack of distribution of internet networks as a facility factor, students' independent learning style, and the less supportive home environment for online learning during the COVID-19 pandemic. In conclusion, most students of the German Language Education Study Program have encountered the factors that cause the phenomenon of learning loss.

**Keywords:** learning loss, interaction, facilities, learning style, home environment, German language

### Introduction

The Indonesian Government has withdrawn regulations on Community Activities Restrictions Enforcement (PPKM) considering the decreasing number of Covid-19 cases and the increasing immunity of the Indonesian people (Kementerian Kesehatan Republik Indonesia, 2022). The Indonesian government has revoked the regulation on wearing masks, with the requirement that individuals must be healthy. However, they must wear a mask when in closed spaces or when using public facilities to minimize the risk of contracting the virus (Kementerian Pendayagunaan Aparatur Negara dan Reformasi Birokrasi Republik Indonesia, 2023). Circular Letter Number 3 of 2022 concerning the implementation of learning in Higher Education during the COVID-19 Pandemic for the 2022/2023 Academic Year explains that universities can carry out face-to-face learning by following health protocols (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2022). Based on this policy,

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State University of Malang started offline learning in the odd semester of 2022/2023 (Universitas Negeri Malang, 2022).

From the research of Nabilah & Kurniawan (2022), it was found that teachers thought that the online learning process using media in the form of Powerpoint, video, Youtube, Google Classroom, Google Meet and Zoom was less interesting in learning. Some of the obstacles encountered in online learning in German language learning, namely (1) limited information on the use of learning platforms, (2) non-conducive learning environment, (3) misunderstanding of information delivery between lecturers and students, and (4) internet networks that do not support learning (Ramadhani & Retnantiti, 2022). Herlambang (2024) suggests that teachers may benefit from recognizing the numerous integral aspects to consider when striving to optimize their teaching practices, both in online and offline settings. One teacher shared that managing online learning can present unique challenges, particularly in creating a welcoming and inspiring environment that supports learning effectively. Interactive games have been shown to be an effective tool for engaging students and starting the class on a positive note.

It has been suggested that the use of camera technology in the classroom could be a way of encouraging greater engagement between teachers and students in the learning process. As suggested by Herlambang (2024), the use of cameras in online learning could potentially facilitate more effective communication between teachers and students, while also enabling the documentation of student behavior and participation. In the context of online learning, students may occasionally find it challenging to fully grasp the material presented by lecturers. However, students may sometimes adopt a passive approach, either by disregarding the lecturers or even by disabling the camera on the video conference. This may potentially hinder the lecturers' ability to ascertain whether the material is being received by the students (Marifa et al., 2021). The physical distance between lecturers and students may act as a barrier to effective supervision and support during learning (Sadikin & Hamidah, 2020). Even in traditional classroom settings, students have been known to feel a certain degree of apprehension when speaking in class (Wijayati, et al., 2018). It may therefore be beneficial to foster a harmonious and supportive interaction between lecturers and students, with a view to facilitating effective learning.

Learning loss is one of the challenges in online learning (Cerelia, et al., 2021). The phenomenon of learning loss results from sudden changes. People affected by learning loss are commonly those who are less prepared to face a change (Ulfah, et al., 2022). Learning loss is a situation where students lose knowledge and skills, mostly caused by the lack of interaction between lecturers and students in the learning process (Muthmainnah & Rohmah, 2022). Learning loss is characterized by the failure to achieve learning objectives of the program compared to the achievement in the previous years (Pier, et al., 2021).

## **1. Learning loss**

Lecturers have a responsibility to help students who experience learning loss, especially after the Covid-19 pandemic (Silvhiany, 2022). School closures due to the pandemic have caused learning loss (Anger & Plunnecke, 2021). Learning loss has been experienced by students in countries that have a long holiday season such as the Netherlands. Many students experience learning loss due to a six-week long vacation (Broekman, et al., 2021). Learning loss is a phenomenon that occurs due to delays in the learning process (Pratiwi, 2021). Learning loss can also be defined as the difference between the current learning level and the normal condition (Aldosemani & Khateeb, 2022). It is important to recognize the learning loss caused by the COVID-19 pandemic in university students (Skar, et al., 2021).

During the COVID-19 pandemic, learning in Indonesia switched to online learning to stop the spread of the COVID-19 virus. Online learning has a negative effect on students, one of which is the loss of motivation to learn (Hanifah, et al., 2022). Learning loss is caused by

the absence of direct interaction between students and lecturers, limited communication with friends, limited learning time, difficulties in conducting discussions and a limited assessment (Munawaroh & Nurmallasari, 2021). Interaction is a good learning component for students (Ardiyani, 2020). Lack of interaction can make it difficult for students to concentrate and understand the learning materials (Andriani, et al., 2021). Helm (2021) mentioned that learning loss is mostly experienced by students who have a lack of facilities. Facilities are one of the factors that causes learning loss. The facilities can be in the form of the internet and supporting media for online learning (Rajib & Sari, 2022). During online learning, students do not perform independent learning, resulting in learning loss (Wicaksono, 2022). The home environment, especially parents, is one of the indicators of learning loss, because many parents do not believe in online learning (Solihat, et al., 2022).

The difficulty of implementing online learning that causes learning loss will lead to a decrease in learning outcomes and cognitive skills of students (Kim & Park, 2021). Besides affecting education, learning loss will also affect the economic sector, as it will produce less qualified human resources (Booth, et al., 2021).

From interviews with lecturers of the German Language Education Study Program, it was found that students experienced learning loss due to online learning. It has been observed that students may sometimes find it challenging to fully grasp the concepts presented in the online curriculum. This can occasionally create a barrier for the lecturer in effectively transitioning to subsequent material. To support student comprehension, it may be helpful for lecturers to provide additional clarification on the online teachings.

This problem motivated the researcher to conduct a study to describe the factors that can cause learning loss in students during the online learning process. This research needs to be done so that aspects of learning loss can be identified, and lecturers can develop strategies to fill the material gaps encountered by German Language Education Study Program undergraduate students.

## **Method**

This research employed a quantitative descriptive approach. It involved undergraduate students from the German Language Education Study Program at the State University of Malang who actively engaged in online learning during the COVID-19 pandemic. The sampling technique used was Purposive Random Sampling. The study included students from the 2019-2021 batches. The sample group comprised students who underwent online learning during the pandemic and offline learning post-pandemic. Each batch included three randomly selected offerings. The questionnaire was completed by 42 students from the Class of 2019, 47 students from the Class of 2020, and 22 students from the Class of 2021.

A questionnaire was employed to collect data and information from the students regarding interactions conducted during online learning. The researcher used a closed questionnaire type that has three answer options, namely Always (3), Sometimes (2), and Never (1). The questionnaire consists of 19 statements that measure the indicators of learning loss, including interaction, facilities, learning style, and parents. The grids can be seen in appendix 1. The questionnaire was distributed to the students using Google Form. Data analysis in this study was carried out using descriptive analysis techniques. The data obtained through questionnaires was then analyzed in percentages.

## **Results**

Using the questionnaire given to respondents regarding the indicators of learning loss that respondents encountered during the online learning, several aspects were found as shown in the table below.

The interaction indicator in learning loss consists of six statements. Each statement has aspects that will describe the occurrence of learning loss due to interaction indicators.

**Table 1: Interaction Indicators**

Items	Question	Never		Sometimes		Always	
		f	%	f	%	f	%
1	Interaction needs during online learning	0	0	24	22%	87	78%
2	Lecturer and student interaction	4	4%	71	64%	36	32%
3	Student discussion with other students	1	1%	68	61%	42	38%
4	Camera activation during learning online.	3	3%	72	65%	36	32%
5	Playing with cell phones during online learning.	7	6%	32	29%	72	65%
6	Understanding of the material during online learning.	0	0	69	62%	42	38%

As Table 1 indicates, 78% of students require interactions during the online learning. Interaction between students and lecturers occasionally occurred according to 64% of students, while 32% of students would benefit from interaction between lecturers and students. According to 64% of students, interaction between students and lecturers occurs on an occasional basis. Conversely, 61% of respondents indicated that peer discussion is not a common feature of the online learning process. Meanwhile, 61% of respondents stated that peer discussion was rarely conducted during the online learning process and it would seem that a significant proportion of respondents (38%) indicated that students engage in discourse with their peers on a regular basis. In the context of online lectures, 65% of students have been observed to occasionally enable the camera functionality to conserve battery life and data storage. This resulted in 62% of students experiencing a lack of understanding of the materials during online learning, their, It would seem that only 38% of students are able to demonstrate consistent comprehension of the material during online learning. Besides

interaction indicators, there are other indicators that cause learning loss, namely facility indicators.

The facility indicator for learning loss has five statements. Each statement is related to the facility indicators that cause learning loss.

**Table 2 Facility Indicators**

Item	Statement	Never		Sometimes		Always	
		f	%	f	%	f	%
1	Technical glitches during online learning at home.	4	4%	39	35%	68	61%
2	Signals in the environment during online learning.	1	1%	63	57%	47	42%
3	Acceptance of internet assistance by the campus.	17	15%	61	55%	33	30%
4	Online learning using mobile phones.	6	5%	71	64%	34	31%
5	Oline learning using a laptop.	0	0%	20	18%	91	82%

Table 2 indicates that 61% of students experienced technical problems during online learning at home. According to 57% of the students, signal in their environment was not stable and 55% of students did not receive internet assistance. During the online learning process, 64% of students sometimes used their cellphone, while 82% of students used a laptop because it is easier to use. In addition to facility indicators, there are learning style indicators that discuss student self-learning.

The learning style indicator in the occurrence of learning loss consists of four statements. Each statement has aspects that describe the occurrence of learning loss due to learning style indicators. During online learning, 75% of students rarely read the material provided by lecturers on the SIPEJAR platform. Taking photos of materials provided by lecturers was often done by 67% of students. However, 76% of students only occasionally learned the material outside of online learning hours. Until face-to-face learning was carried out, 81% of students stated that they only occasionally learned the learning materials independently. The next is the home environment indicator of learning loss.

The home environment indicator of learning loss has four statements. Each statement is related to home environment indicators that cause learning loss; 63% of students revealed that sometimes they did not feel comfortable when doing online learning at home. The

disturbance experienced by 55% of students at home was getting homework from parents during online learning. The parents also did not fully trust 54% of students when doing online learning at home. The parents' supervision during online learning at home was also occasionally obtained by 59% of students

## **Discussion**

Learning loss is a phenomenon that occurs in education due to ineffective learning in online sessions (Masnun, 2023). Learning loss that occurred in students of the 2019-2021 batch in the German Language Education Study Program consists of several indicators, namely interaction, facilities, learning styles, and home environment. During the learning process, interaction is needed by students. However, the interaction between lecturers and students did not run optimally and the interaction between students in discussions was also low during the online learning process. Interaction not done properly makes students experience a lack of understanding of the material delivered by the lecturer. This is in line with the opinion of Pambudi & Widiensyah (2022) who state that interaction is needed by students in distance learning to assist them in understanding the material. During online learning, students only occasionally turned on the camera because they did not understand the material and students often played their cellphone when online learning took place. This is in line with the opinion of Marifa et.al. (2021) who explain that many students choose to act passively during online learning because they do not understand the material presented by the lecturer. The interaction experienced by students in general has resulted in learning loss. Low interactions, ineffective discussions, and students who only occasionally turn on the camera and play cellphones during online learning have led to a lack of students' understanding of the learning material. The decrease in students' knowledge of some of these materials can be called learning loss (Donnelly & Patrinos, 2022).

A good interaction between students and lecturers or among students is an important point for understanding the material (Indriyani, et.al., 2021). Students' awareness of the importance of interactions by turning on the camera during online learning can help lecturers know the students' learning activities and strengthen relationships between students (Lemov, 2020).

Learning loss during distance learning, furthermore, also arises due to the lack of facilities so that students cannot access (Rajib & Sari, 2022). The internet connection of the students in their region are not sufficient to support the learning process. The students experienced technical problems during online learning, such as signal difficulties and unavailable internet assistance. According to Kurnianti (2022), signal and internet constraints are the biggest obstacles during the online learning process. The media used by students in online learning are cellphones and laptops. The use of this media can help students during online learning. Facilities are very important in helping the learning process run smoothly, with facilities such as cellphones, laptops, and internet networks that can help students understand the material during online learning (Rahayu & Haq, 2021). Therefore, it is necessary to provide all facilities before the online learning process (Dermawan & Sumarni, 2021).

In online learning, students also often took pictures of the materials presented by the lecturer. However, students rarely reviewed their learning at home, outside of online learning hours. After face-to-face learning was completed, the students also rarely learned

independently. This is in line with the opinion of Wicaksono (2022) who revealed that students experience a big loss, not understanding the learning material because they do not review their learning activities. The lack of repetition of material makes it more likely that the phenomenon of learning loss will occur (Budi et al., 2021).

Independent repetition of material is considered effective to help students in understanding the material (Pritandhari & Wibawa, 2021). By learning the material, students can increase their understanding (Arianto, 2016). Support from parents is important for students during the online learning process (Nursanah, 2020).

## Conclusion

The indicators that can cause learning loss are the lack of interaction factors, the lack of facilities, the lack of learning styles, and the limited home environment. The interaction indicators emerge due to the lack of interaction between lecturers and students and among students. Interaction is also not running well because students only occasionally turn on the camera. In the absence of camera activation, students engage in activities that are not directly related to the learning process.

This makes students' lack of understanding of the material delivered by the lecturer during the online learning process and causes learning loss. Facilities that are often used by students are the internet, laptops, and cellphones. In the learning process, students lack facilities such as signal and internet networks. It may be the case that unstable internet networks are a contributing factor in instances of learning loss. Learning style indicators during distance learning can be fulfilled with self-study assistance. However, students rarely review the material that has been given by the lecturer. This causes learning loss due to the wrong learning style. Home environment is a determining factor for student learning comfort. Students sometimes do not feel comfortable when having online learning at home. This arises because parents do not fully give trust to students. In addition, the parents also often provide distractions to students by giving homework during the online learning. Learning loss can occur due to lack of parental support to students during the online learning process.

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