

## SHAPING THE FUTURE OF LEARNING: STRATEGIES, INNOVATIONS, AND COLLABORATIONS AT SMA 1 BATIK SURAKARTA POST-COVID-19

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<i>Learning Loss, Online Learning, Differentiate Learning</i>	<i>The purpose of this research is to explore the challenges and strategies in implementing post-Covid-19 learning. This study utilizes a qualitative approach with a case study design. Data collection techniques involve interviews, documentation, and observation of learning activities. The informants involved in this research include subject teachers, school principals, vice principals in charge of student affairs, vice principals in charge of the curriculum, and students. In this study, the Miles and Huberman analysis technique is applied, covering data collection, reduction, presentation, and verification. The research results indicate that schools employ various strategies to address learning loss due to the Covid-19 pandemic. These strategies include individualized learning tailored to the needs of students, enhancing project-based learning, and organizing various forms of training for teachers to improve their pedagogical skills. The presence of the Kurikulum Merdeka has also proven to be a supportive aspect in overcoming post-pandemic learning challenges.</i>

### INTRODUCTION

The future of education and learning is marked by rapid technological advancements and changes in global demands. Education in this modern era needs to adapt to the evolving technology, economic transformations, and social dynamics. The Fourth Industrial Revolution, with the adoption of digital technology, artificial intelligence, and broader connectivity, has transformed the traditional learning paradigm. The future of education requires an innovative and adaptive approach to prepare the upcoming generations for increasingly complex challenges. Learning that focuses on 21st-century skills, creativity, collaboration, and digital literacy is essential to ensure that learners can compete and contribute to an ever-changing global society. Therefore, strategic planning in the development of progressive learning methods and the integration of technology is key to shaping a sustainable and relevant future of education.

Education is a vital need for everyone. The school is the second educational institution after the family. However, during the pandemic, education became one of the various fields affected by the COVID-19 pandemic. The main impact of the

COVID-19 pandemic on the education sector, namely the teaching and learning process, was hampered. Initially, learning was done offline or face-to-face. Now learning is done online. This is expected to break the chain of the spread of COVID-19 and replace the online teaching and learning process from home. Online learning is undoubtedly a new challenge for the world of education (Juliya & Herlambang, 2021). With the current learning system, it should be able to accommodate learning needs at every level of education. However, the implementation of distance learning still needs to be more effective in replacing face-to-face learning because many obstacles still need to be faced (Asmawan & Arianto, 2022).

Poor learning conditions have improved significantly, even though many students are in remote areas. Even students who still spend their days online tend to have a better learning experience as schools have adapted their curriculum, teacher training, and outreach to increase student engagement with parents. Several prominent schools have re-implemented assessments and testing to raise expectations for students and teachers.

Distance learning makes us aware of technological developments that have yet to be fully utilized in various fields, especially education. The rapid growth of science and technology has created innovations and a variety of products that are easy to learn and use as teaching media (Labibatussolihah, Adriani, & Supriatna, 2022). This technology must also be supported by knowledge (Mulyani & Haliza, 2021). To replace face-to-face learning because there are still many obstacles faced. This is still found in many children, parents of students and teachers still stuttering about technology. Inadequate facilities result in a lack of knowledge of technology (Mulawarman, 2020). These obstacles are, at the same time, a challenge in implementing distance learning, a new thing that is emergency in nature.

The teacher's role is crucial for maintaining good learning throughout the pandemic. Teachers need to be involved and knowledgeable about the best teaching techniques based on the challenges that pupils experience. Teachers are desperately needed, and they must possess the knowledge and skills necessary to comprehend both science and technology. However, competency is simpler to develop if online learning is still effective. This is because several issues resulting from the situations changing will arise. specifically, the kids' present-day lack of awareness of how to learn. Obstacles include inadequate facilities, instruction that doesn't meet students' needs, parents playing a minimum part, and a decline in children' enthusiasm to learn. (Huzaimah & Risma, 2021).

The government's policy to implement online learning indirectly makes education passive. This change will positively and negatively impact students' development (Ainur Risalah et al., 2020). However, this online learning can be utilized with various businesses and capital that supports learning. The positive impact that occurs, in general, is that learning can still be carried out at a distance, as well as making good use of technology. While the negative impact is that

students tend to experience academic procrastination (Rakes & Dunn, 2010) and emotionally exhausted or burnout (Sunawan et al., 2021), and the excessive use of gadgets (Beng et al., 2020).

A lengthy online learning system could result in a loss of knowledge. Long-term situations can result in learning loss, which is the loss of information and abilities in pupils, both generally and specifically (Cerelia et al., 2021). The lack of interaction results from learning loss, interactions with teachers, friends, and the surrounding environment, and the competence or expertise of teachers who still need to be more optimal (Ardington et al., 2021). This loss can also occur due to disrupting the learning process from face-to-face to online learning (Donnelly & Patrinos, 2021). Symptoms of learning loss include a decline in student ability, the formation of psychological illnesses, learning access gaps, and diminished intelligence and abilities. According to the Indonesian Minister of Education and Culture, Nadiem Makarim, Indonesia will be at risk of learning loss, which can permanently impact the current generation.

Other nations are also experiencing learning loss in their student. According to Chen et al. (2021) and Sabates et al. (2021) learning loss is global problem. In Australia, Canada, China, France, Germany, Japan, the United Kingdom, and the United States between late October and early November of 2020, indicating that learning loss could be far severe in those nations. In addition, numerous professors say that, on average, many kids fall behind. To return to school face-to-face, more help is required. If this is accomplished, a succession of closure types will prevent students from regressing to the point where they will never recover or find a suitable learning environment.

The role of parents is crucial and needed in online learning. Especially regarding the unstable psychology of children because they have not seen their peers for a long time. Studies suggest that parents' positive attitudes regarding online learning can enhance their involvement in their children's education and the effectiveness of their children's online learning, which has a positive effect on student results. Parents must give practical, emotional, and academic assistance to their children during home-based online learning (Liu et al., 2022). In addition, parents must support their children in developing learning materials and can serve as mediators, tutors, and supervisors. In the meantime, parents have encountered a variety of obstacles associated with the new mode of learning in a virtual setting, the delivery of instruction, unsatisfactory learning outcomes, financial difficulties while working for the family during lockdown, difficulty with the use and availability of technology, and personal issues with health, stress, and learning style (Agaton & Cueto, 2021). This absence of engagement might also impair learning quality (Iftitah & Anawaty, 2020). From here, the child will experience decreased learning motivation, self-awareness, and emotional intelligence changes. Students who need to be more

mature in the process of learning but are still in the transition period are not able to respond to this pandemic, especially for independent study.

The standard substance of education, which necessitates revisions, is a further cause of learning loss. The scope of materials, instructional materials, subjects, and lesson plans are included in the content standards for education. According to these content criteria, students must be able to grasp the material in online learning environments. Consequently, effective learning planning is required during and after the epidemic of COVID-19. The right setting of learning needed to be implemented to cope with this widespread learning loss; in other words, the curriculum needed to be adjusted as soon as possible. Back to the great tsunami that hit Aceh in 2004, the emergency forced the education curriculum to be changed to prepare the student to be back at school again physically and mentally (Adiyoso & Kanegae, 2012). The current situation is no different; the pandemic COVID-19 forced students to conduct online learning, which led to learning loss.

However, the 2013 curriculum has many essential competencies, or "Kompetensi Dasar" (KD). If online learning occurs for two years and students must achieve all the essential competencies, there is a gap. Teachers should only deliver material and evaluate learning without knowing the actual state of the students. The assessment that the teacher can take is only of cognitive achievement. In addition, the teacher is still responsible for delivering meaningful learning through character achievements to students. The new curriculum, "Kurikulum Merdeka," or what some refer to as the "independent curriculum," is a government solution developed from the 2013 curriculum. The independent curriculum emphasizes students dealing with their learning needs, such as the burden of study hours, too many assignments, and a lot of study load. The independent curriculum also considers the interests and skills of each student and tries to give them the tools they need to learn more efficiently (Khusni et al., 2022). For this reason, researchers decided to look deeper on how school that implemented "Kurikulum Merdeka" try to cope with the learning loss.

SMA Batik 1 Surakarta was selected since it was one of the first schools in Surakarta appointed to implement the new independent curriculum, namely "Sekolah Penggerak," making it the pioneering school in this regard. The requirements that need to be met include enhancing both the teachers' and students' comprehension that the new curriculum is not restricted to studying a specific subject matter. Teachers have the independence to design their assessment of learning and the way they teach more effectively. Additionally, it is necessary to consider the learner's preparation by selecting their interests and talents according to their potential. Schools also experience changes in the learning process at SMA Batik 1 Surakarta. Known as the "flagship school" in Surakarta, it has the highest number of students in Central Java. During the pandemic and the start of online learning, many changes were made at SMA Batik 1 Surakarta. For

example, teaching times were shortened, and application-based platforms were used to help students learn.

#### **METHOD**

This case study at SMA 1 Batik Surabaya employs a qualitative methodology. Using in-depth interviews, an examination of curriculum papers, and observations of differentiated learning activities conducted by schools, data were collected. Subject teachers, principals, vice principals for student affairs, vice principals for curriculum, and students served as informants. Miles and Huberman's (Miles et al., 2018) analysis technique comprises of data gathering, reduction, display, and verification.

#### **RESULTS AND DISCUSSION**

Due to the COVID-19 epidemic, online education is conducted through Whatsapp, Zoom, Google Meet, and the Learning Management System (LMS) in the form of Google Classroom. During online learning, interactivity is limited, particularly in the early stages of deployment. Even when the teacher has transmitted the rules of online learning, students are typically passive. Specifically, the camera must be always on. Based on interviews, the most prevalent explanation was that students had technical issues, such as a poor connection, which required them to leave the camera. Interviews with pupils revealed that they intentionally turned off the camera due to the signal.

Since the situation that arises when online learning raises many new problems, such as student discipline and opportunities to cheat while studying, such as lying about learning conditions, it is possible to create a tendency to cheat, which is something that is doable. Online learning raises these new problems because of its nature. This is consistent with the findings of Comas-Forgas et al. (2021) and Indrianti et al. (2022).

In an unsupervised learning environment, the teacher's responsibility in developing effective learning tactics to reduce student cheating is crucial. Juharyanto et al. (2021) note that the quality and preparedness of teachers are crucial aspects, for instance, by giving students with opportunity to express their thoughts in online discussion rooms. This is done so that students will feel engaged and would be less inclined to leave class early.

As for other problems that arise in general, such as decreased student motivation to learn, expensive internet quotas, and limited means of communication, based on an interview with the Deputy Principal for Student Affairs at SMA 1 Batik Surakarta, it was explained that many parents complained to the school because, when studying online, they were overwhelmed with their children's assignments. From the student documents, it appears that the school initially needed more time to be ready to archive assignments digitally. They must provide printing for documents that were previously sent as soft files by subject

teachers. Then, the Deputy Principal of Curriculum proposes a solution by creating a Google Drive for storing documents.

It can be said that online learning during a pandemic provides fresh air for innovation in schools. The Deputy Principal for Curriculum, for example, said that the idea to archive digitally via Google Drive arose when they were faced with an urgent and unpleasant situation. Setiawan & Fandra Yudha (2021) investigated how using Google Drive as a digital archive tool can help PKH workers be more productive.

Based on student records observed by researchers, it was also found that students tend to be stressed in online learning because they feel less motivated to learn and are lonely. In contrast to face-to-face learning, where students can interact directly with their friends, which can reduce the level of learning tension when students learn online, they only meet virtually. Hairina et al., (2022) emphasize that students are prone to academic stress due to a lack of interaction and feeling a lot of pressure. The solution is to convince students that the knowledge they learn will be helpful in their lives in the future. Therefore, contextual learning that is centered on the learner's environment needs to be applied in learning, both in the form of teaching material modules (Agung et al., 2020), learning models (Sari et al., 2019), and material concepts (Putro et al., 2018). Kurniawan et al. (2022) found that students who like to see things can easily learn if they are given information in the form of pictures, charts, and graphs.

The current use of media is greatly helped by the emergence of video sharing platforms such as Youtube, which can be used creatively by teachers in teaching and learning activities. Meanwhile, students who have verbal tendencies prefer the narrative presented in the learning materials. This also corroborates the findings of Rohmah et al. (2022), who found the need to identify student learning needs before the teacher chooses the media that is considered appropriate.

However, online learning still leaves SMA 1 Batik Surakarta students with a learning deficit, which is a difficult problem to resolve. Students developed a sense of stress and strain due to their lack of engagement with classmates. especially for students with internal challenges who may not receive family assistance. A limited number of pupils had dropped out of school during the epidemic, according to documents from the Vice Principal for Student Affairs. Parents of students believe that online learning increases the expense of education because they must purchase larger internet quotas for online learning than they did before the pandemic.

The vice principal for student affairs, however, has a different opinion. The vice principal's judgment in the field of student affairs is reasonable, and if it relates to the learning needs of children, the family support factor has a significant impact on students' motivation and resolve to learn. When families encourage their children's education and enable their talents and passions, the child's predisposition to excel

increases. Students' feelings of uneasiness and anxiety during online learning can be mitigated by the presence of their families. Additionally, family support might take the shape of parental participation in school activities. Therefore, one of SMA Batik 1 Surakarta's initiatives following the pandemic is to invite students' families on outings and outbound activities before the start of the new school year with a face-to-face learning system.

Students were better prepared for face-to-face learning because of this positive outbound activity. McNeal, (2015) discovered a correlation between parental involvement in learning and student academic achievement. This collaborative outbound activity also tries to combat another form of learning loss, namely students' laziness in the classroom. If pupils do not interact with each other or their teachers, they may be less motivated to learn.

Another learning loss that is no less important is the low level of discipline during the pandemic. As it is known, online learning, which has been carried out for almost two years, provides an opportunity for students to cheat, including being lazy while turning off the camera. The low discipline of students can be caused by several things, such as the lack of supervision from the family when studying online (Zulfayanti et al., 2022) and learning facilities that do not support the smooth running of online learning (Sudartini et al., 2021). Especially in class XII students who will graduate from school later. Schools are faced with preparations for the ANBK (Computer-Based National Assessment) in 2023, so several policies were then used to restore student discipline. Form school policies by reenacting school hours and imposing sanctions for latecomers. Even though it looks simpler, the Deputy Principal for Curriculum said that this policy is essential to get used to so that children must come on schedule and return to using the time to study and not just play. Discipline barriers are recognized precisely from external factors such as the habit of playing online games until late, as in online situations. Although currently, e-sports are in high demand by many young people, in the context of students using online games not as e-sports but more for entertainment, it has an impact on students' motivation to learn when offline.

Students who pay less attention to the teacher during teaching and learning activities are frequently observed, such as sleeping, playing with friends, or being distracted by cell phones. The reprimands are often carried out, but the response from students is only laughter and sometimes a bad response, as in speaking. It can be analyzed if students' character at this time is declining, especially after being affected by the pandemic for two years. Once again, that learning loss also affects the character of students. This becomes challenging to improve with the return of face-to-face learning situations. Following the mandate of the Independent Curriculum, the younger generation, especially students, need to have the characteristics of Pancasila students. Namely, fear of God Almighty fosters a sense of discipline, responsibility, and independence, followed by cooperation, caring,

and mutual help. Learning loss seems to erode the value that is expected to appear in students. Putting the independent curriculum in place is a solution that can be done now.

Pupils responded positively to the Motivating School Program's endeavor to boost the profile of Pancasila students, the teacher said. Researchers made observations of student projects, and it appeared that students were engaged in the project, even though some students did not embrace it. For pupils who are already bored in class, the existence of a project can provide supplemental enjoyment. Even though the program is still in the evaluation phase, project-based learning is not a novel concept. The existence of the Motivating School Program, which requires students to complete projects, is an effort to educate and reinforce the Pancasila values.

**Table 1** Interview Results on Post-Pandemic Learning

Informants	Interview results
Student	<p>“Learning outside the classroom becomes enjoyable after a long period of online learning” - 11th-grade student.</p> <p>“Learning in the laboratory and outside of school makes me happy to experience offline learning again. Collaborative project-based learning makes us feel happy and excited to interact with friends once more” - 12th-grade student.</p> <p>“Feeling really happy, the school invited us for outbound learning with our parents. We feel refreshed and energetic again, enjoying both fun learning and gaining new experiences”- 12th-grade student.</p>
Teacher	<p>“For learning, children prefer to be taken to the laboratory or be given illustrations for better clarity.” - Biology Teacher</p> <p>“We have a collaboration with Bank Indonesia in Surakarta, so in my class, I take the children to Bank Indonesia to see firsthand what it's like. They are enthusiastic about learning outside the school.” - Economics Teacher</p>
<p>School Principal, Vice Principal for Curriculum, Vice Principal for Student Affairs</p>	<p>“To overcome learning loss after the pandemic, the school is organizing practical and project-based activities. We are also creating extracurricular activities with the hope that students will return to school and engage in enjoyable and memorable learning</p>

Informants	Interview results
	<p>experiences. Additionally, we are providing training for teachers to enhance their pedagogical skills to be better prepared for online learning." - School Principal</p> <p>"We observe that students are very enthusiastic when participating in project-based learning. They can interact with their peers offline again. Project-based learning also prevents children from feeling saturated and bored after experiencing online learning throughout the pandemic." - Vice Principal for Curriculum</p> <p>"After a long period of online learning, children prefer to explore and be more physically active. Therefore, with the implementation of the Pancasila student profile strengthening project, they are more motivated." - Vice Principal for Student Affairs</p>

The results of the interviews with the two subject teachers in Table 1 encompass two important aspects: first, the use of differentiated learning, and second, the importance of collaboration with partners. Students who lack comprehension, have difficulty absorbing material, and are disinterested in learning. So, teachers need to understand classroom management techniques by differentiating student-oriented forms of teaching. so that the contextual learning that students can get can really be relevant to their daily lives. In addition, teachers also need ice-breaking game strategies (Kurniawati & Kristianti, 2022). Activities like this can overcome student boredom, stimulate brain performance, and encourage students to carry out activities, especially teaching and learning activities. Students will be enthusiastic about learning (Nursalam & Suardi, 2022).

SMA Batik 1 Surakarta also took an approach by trying to obtain data from parents and students. It turns out that the results obtained show that many students need help understanding the material in online learning. The school used a Google Form to send out an evaluation of student learning that was then used as a diagnostic test.

SMA Batik 1 Surakarta must prepare the provision of teachers through numerous programs, such as in-house training (IHT), community practitioners, and management supervision, for a joint interview with the vice principal in the field of curriculum. Additionally, the school assures the preparation of teachers, including subject teachers, homeroom teachers, and guidance counselors. A workshop for enhancing teacher skills and a venue for instructors to communicate classroom-related knowledge and issues is one kind of supervisory management in schools (Muin, 2014). In the workshop at SMA Batik 1 Surakarta, it was related to the profile

of Pancasila students, with the quality of students seen from the profile referring to competence and literacy. The results of the Pancasila student profile are in the form of projects, especially the character of students. While the purpose of the teacher MGMP is to improve the ability and skills of teachers in the process of teaching and learning activities.

During the 2-year period of the COVID-19 pandemic, for the first time that face-to-face learning (PTM) activities were carried out, it was clear that children had learning problems. As educators, we need to have some simple strategies that must be done to develop children's mental health, such as: (1) ensuring that their students get sufficient time to rest; (2) ensuring that students and other school components have the opportunity to carry out activities that can make them relax and happy; (3) ensuring that students and other school components get the opportunity to carry out activities that can meet spiritual needs; and (4) ensuring that students and other school components get lots of friends who can help in developing emotional intelligence and foster a positive attitude in everyday life, especially in the school environment.

Special strategies and approaches, such as emotional intelligence and self-control, can be utilized to maintain mental health using these easy, practical strategies. Through an independent curriculum and profiles, Pancasila students are supposed to be able to train independently and institutionally in aspects of expression, emotion, perception, the capacity to use emotions in thinking, and the ability to comprehend and control emotions.

After the COVID-19 pandemic, it will take time to instill in pupils a concept of learning. As a result of the school's efforts to enhance the level of comprehension, the proportion of outcomes will differ from the norm. SMA Batik 1 Surakarta also engages pupils from an internal perspective. Children with a low desire to learn are handled with special care. Is the student's decreasing self-awareness and learning motivation the result of an internal issue? Consequently, many students live in broken households. The school reserves the right to examine the situation and take appropriate action. Supported by a variety of internal and external partnerships.

## **CONCLUSION**

The COVID-19 epidemic, which led students at SMA Batik 1 Surakarta to engage in online learning for about two years, has resulted in a significant loss of learning. Due to the position of the driving school, the education unit has the flexibility to mitigate learning loss based on the school's capacity. The school observes that pupils are not learning as much as they should due to their lack of motivation, poor study habits, and inability to get along with others.

The school's attempts to counteract learning loss are implemented through individualized instruction based on students' needs, one of which is recognized through diagnostic testing. To boost the profile of Pancasila students, the next plan is to increase project-based learning and offer students a share of the responsibility

to participate actively in projects. Students and their families can be invited on outward trips as a further technique. The objective is to develop an emotional bond with the student's family. Teachers are also prepared for face-to-face learning after the epidemic by doing learning workshops, IHT, and other forms of pedagogy-enhancing training. It is not simple to overcome learning loss, but it is achievable with careful planning and the participation of the entire educational unit.

The presence of the new curriculum "Merdeka Curriculum" through the Motivating School Program provides fresh air to overcome post-pandemic learning loss. This is because in the contents of the Independent Curriculum there are recommendations for differentiated learning, flexibility in the preparation of learning assessments, and the implementation of a project to strengthen the Pancasila student profile that gives space to students' positive characteristics. This study succeeded in exploring learning loss due to the pandemic in high school students. Meanwhile, to measure the success and effectiveness of the Merdeka Curriculum in overcoming learning loss, the researcher recommends conducting quantitative research.

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