Fenomena Learning Loss pada Masa Pandemi Covid-19: Studi Kasus Sebuah Sekolah Dasar Negeri di Daerah
Istimewa Yogyakarta
Rohmah Yuni Astuti, Dr. Puguh Prasetya Utomo, MPA
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ABSTRAK

Pandemi Covid-19 menyebabkan perubahan besar dalam sistem pendidikan di Indonesia, termasuk diterapkannya kebijakan Pembelajaran Jarak Jauh (PJJ) sebagai upaya mengurangi penyebaran virus di lingkungan pendidikan. Namun, pelaksanaan PJJ menimbulkan berbagai permasalahan dalam proses pembelajaran, khususnya pada siswa sekolah dasar yakni munculnya fenomena *learning loss*. Penelitian ini bertujuan untuk mengetahui dampak implementasi kebijakan Pembelajaran Jarak Jauh (PJJ) terhadap terjadinya *learning loss* pada siswa sekolah dasar serta mengungkap faktor-faktor yang memengaruhi terjadinya learning loss selama pandemi Covid-19. Metode penelitian yang digunakan adalah penelitian kualitatif dengan pendekatan fenomenologi. Penelitian dilakukan di sebuah Sekolah Dasar Negeri di Daerah Istimewa Yogyakarta dengan melibatkan siswa, guru, dan orang tua sebagai informan penelitian. Data diperoleh melalui wawancara mendalam dan menggunakan analisis kualitatif secara deskriptif interpretatif.

Hasil penelitian menunjukkan bahwa implementasi kebijakan Pembelajaran Jarak Jauh (PJJ) selama pandemi Covid-19 belum berjalan secara optimal sehingga memunculkan fenomena *learning loss* pada siswa sekolah dasar. *Learning loss* terlihat dari menurunnya kemampuan memahami materi, rendahnya motivasi belajar, keterlambatan kemampuan membaca, menurunnya kemandirian belajar, serta kesulitan siswa dalam mengikuti pembelajaran tatap muka setelah pandemi. Pembelajaran daring yang berlangsung dalam waktu lama menyebabkan interaksi antara guru dan siswa menjadi terbatas sehingga proses pembelajaran tidak berlangsung secara maksimal. Selain itu, peran orang tua menjadi salah satu determinan utama yang memengaruhi variasi *learning loss* pada siswa. Siswa yang memperoleh pendampingan belajar secara optimal dari orang tua cenderung lebih mampu mengikuti pembelajaran daring dibandingkan siswa yang kurang memperoleh pendampingan. Sebaliknya, keterbatasan waktu dan kesibukan orang tua menyebabkan proses pendampingan belajar menjadi kurang optimal sehingga siswa lebih rentan mengalami *learning loss*. Dengan demikian, penelitian ini menunjukkan bahwa *learning loss* pada siswa sekolah dasar selama pandemi Covid-19 tidak hanya berkaitan dengan penurunan hasil belajar akademik, tetapi juga mencakup menurunnya kualitas proses belajar siswa secara menyeluruh akibat keterbatasan pembelajaran daring.

Kata Kunci: Pembelajaran Jarak Jauh (PJJ), *Learning Loss*, Siswa Sekolah Dasar, Pandemi Covid-19, Peran Orang Tua

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ABSTRACT

The Covid-19 pandemic caused major changes in the education system in Indonesia, including the implementation of School Closure Policy as an effort to reduce the spread of the virus in educational environments. However, the implementation of this policy created various problems in the learning process, particularly among elementary school students, including the emergence of the learning loss phenomenon. This study aims to examine the impact of the implementation of School Closure Policy on the occurrence of learning loss among elementary school students and to identify the factors influencing learning loss during the Covid-19 pandemic. The research employed a qualitative method with a phenomenological approach. The study was conducted at a public elementary school in the Special Region of Yogyakarta involving students, teachers, and parents as research informants. Data were collected through in-depth interviews and analyzed using descriptive interpretative qualitative analysis.

The findings of the study indicate that the implementation of School Closure Policy during the Covid-19 pandemic had not been carried out optimally, resulting in the emergence of learning loss among elementary school students. Learning loss was reflected in students' decreased ability to understand learning materials, low learning motivation, delays in reading skills development, reduced learning independence, and difficulties in participating in face-to-face learning after the pandemic. Prolonged online learning limited interactions between teachers and students, causing the learning process to become less effective. In addition, parental involvement became one of the main determinants influencing variations in students' learning loss. Students who received optimal learning assistance from their parents tended to adapt better to online learning compared to those who received limited assistance. On the other hand, parents' limited time and work-related busyness resulted in less effective learning supervision, making students more vulnerable to learning loss. Therefore, this study shows that learning loss among elementary school students during the Covid-19 pandemic was not only related to declining academic achievement, but also to the overall decline in the quality of students' learning processes due to the limitations of online learning.

Keywords: School Closure Policy, Learning Loss, Elementary School Students, Covid-19 Pandemic, Parental Role