



Refunctional Performance of Lecturers in Preventing Learning Loss Hypotension

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Abstrak

Penelitian ini bertujuan untuk mengetahui refungsional kinerja dosen dalam mencegah hipotensi learning loss pada mahasiswa. Penelitian ini merupakan jenis penelitian kualitatif. Sampel penelitian ini berasal dari mahasiswa program studi pendidikan bahasa dan sastra Indonesia. Teknik pengumpulan data adalah wawancara dan dokumentasi. Analisis data terdiri dari reduksi data, penyajian data dan menarik suatu kesimpulan. Hasil penelitian ini menyimpulkan bahwa potensi learning loss yang muncul ditandai dengan hilangnya interaksi antara dosen dengan mahasiswa (86 %) dan interaksi antara mahasiswa dengan mahasiswa (80 %) serta mahasiswa tidak bisa konsentrasi (60 %) dan faktor lainnya (40 %). Dari hasil survei menyatakan dosen mengalami stress kerja ketika menghadapi perubahan proses pembelajaran dari tatap muka (luring) ke online (daring).

Kata Kunci: *Refunctional, Kinerja Dosen, Learning Loss*

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Abstract

Abstract This study aims to determine the refunctional performance of lecturers in preventing hypotensive learning loss Students. This research is a type of qualitative research. The sample of this research comes from students of the Indonesian language and literature education study program. Data collection techniques are interviews and documentation. Data analysis consists of data reduction, data presentation, and drawing a conclusion. The results of this study conclude that the potential learning loss that arises is characterized by the loss of interaction between lecturers and students (86%) and interaction between students and students (80%) and students cannot concentrate (60%) and other factors (40%). The survey results stated that lecturers experienced work stress when facing changes in the learning process from face-to-face (offline) to online (online).

Keywords: *Refunctional, Lecturer Performance, Learning Loss*

Introduction

The negative social impact that arises due to the ongoing COVID-19 pandemic is the possibility of learning loss (Donnelly & Anthony, 2022). Educators experienced a negative impact when schools had to be closed due to the pandemic so that the teaching and learning process was carried out online. In carrying out teaching during a pandemic, the health and safety of students is a top priority. Therefore, the government continues to evaluate learning policies in accordance with the current pandemic development situation and learning needs. According to the Indonesian government's policy stated in the Joint Decree of the Four Ministers, guidelines for implementing learning during the COVID-19 pandemic, schools in Indonesia have now started implementing direct learning as an effort to overcome long-term negative impacts that arise on students, such as learning loss.

Learning loss refers to the loss of students' knowledge and skills, both general and specific, that occurs as a result of decreased learning achievement (Huang et al., 2020; Mceachin et al., 2014). During the pandemic, learning was carried out online which caused inequality of access and quality. This leads to learning loss and decreased student achievement. A study shows that face-to-face learning has better academic outcomes compared to distance learning.

Changes in learning conditions from face-to-face to virtual face-to-face require lecturers to be more selective in choosing learning media that are in accordance with the online process carried out. This must consider both the condition of lecturers and students. Through this research, the weaknesses and advantages of the situation faced by students during online learning are presented to lecturers. This research can be used as a basis for lecturers in choosing

online learning media that suits learning conditions and also the possibility to combine one online media with another so as to maximize learning outcomes (Latif, 2020). From the description above, it can be seen that the phenomenon of learning loss as a result of online learning is very significant; This is the core of research that focuses on refunctionalizing lecturer performance in online learning during the pandemic.

Previous research by (Permana et al., 2023) stated that in the learning process students experience a decrease in interest and concentration in learning but are guided by academic scores in face-to-face learning. Research (Solihat et al., 2022) that learning has an effect on student learning loss in learning. Therefore, based on the above problems, this study aims to determine the functional performance of lecturers in preventing hypotension of learning loss in students of the Indonesian language and literature education study program.

Methods

This research is a type of qualitative research. According to Creswell, (2017) qualitative research is a type of research that aims to explore and understand the meaning of a number of individuals or groups of people who are considered to come from social or humanitarian problems. This research was carried out on students of the Indonesian language and literature education study program, HKBP Nommensen University. Data collection techniques are interviews and documentation. Data analysis in this study consists of data reduction, data presentation and conclusions.

in this matter. This can be seen in the advantages of online learning in table.2

Result and Discussion

Hasil Online Learning Applications

The use of Google as an online learning medium during the pandemic introduced 4 Google application features that integrate with each other in the online learning system, including google forms, google docs, google sheets and google classroom (Herlina & Suherman, 2020). This is the impact of the industrial revolution 4.0 which makes it easier to access unlimited technology, including for learning, so that the implementation of online learning is possible. Findings in online learning at FKIP-Universitas HKBP Nommensen, applications that are often used by lecturers, including Google Meet and ZoomMeeting; More details can be read in Table 1 below:

Table 1. Application Use in Online Learning

Application	Sum	Percentage
Google Meeting	53	60,9%
Zoom Meeting	14	16,1%
WhatsApp	10	11,4%
Email	8	9,1%
Other	2	2,2%
Sum	87	100%

Table 1 shows that the applications often used in online learning by the majority of informants are Google Meet (60.9%) and Zoom Meeting (16.1%). While WhatsApp (11.4%) and email (9.1%) are applications used for sending assignments from lecturers to students and vice versa. The use of Zoom and Google Meet is the preferred method for students. However, there is a tendency for other activities carried out by students when participating in video conference-based lectures is very large (Firman et al., 2021). Another temun, a number of lecturers (2.2%) who are not technologically literate also become lacking

Table 2. Advantages of Online Learning

Description	Sum	Percentage
Efficiency of student study time.	55	70%
Online learning can be done at any time.	55	70%
Flexible teaching time is not confined to the classroom.	41	62%
Save on lecture operational costs, such as transportation costs to campus (gas money), etc.	34	48%
Easier assignment delivery from digital learning apps	26	32%

Table 2. The above shows that based on the experience of student informants involved in online learning during the pandemic, some of the advantages contained in online learning and the most dominant are: (1) Efficiency of student learning time (70%), (2) online learning can be done at any time (70%), and (4) saving operational costs (48%). In addition, the advantages obtained from lecturers, namely (3) flexible pursuit time not bound by the classroom (62%), and (5) efficiency in sending assignments that are easier than the learning application used (32%). Furthermore, online learning has several weaknesses that can be seen in the table

Conclusion

From this study, it can be concluded that According to the findings of the study, it can be concluded that: (1) During the pandemic period, online learning was carried out using various applications such as Google Meet, Zoom meeting, WhatsApp,

and others. (2) Online learning has negative effects such as lack of interaction between lecturers and students, as well as between students with each other in the learning process, and other factors,

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