

Educational Assessment: Parental Economics and the High Incidence of Learning Loss

Alexander Phuk Tjilen^{1*}, Ni Nyoman Rediani² 

¹ Administrasi Publik, Universitas Musamus, Merauke, Indonesia

² Pendidikan Guru Sekolah Dasar, Universitas Musamus, Merauke, Indonesia

*Corresponding author: alexander@unmus.ac.id

Abstrak

Kehilangan pengetahuan dan keterampilan secara spesifik atau umum, atau bahkan ringkasan dalam kemajuan akademis yang kita kenal dengan istilah learning loss masih terjadi di Indonesia. Penelitian ini akan menganalisis data tersebut untuk mencari hubungan atau korelasi antara endid-faktor ekonomi ini dengan kejadian learning loss pada siswa. Tujuan utama dari penelitian ini adalah untuk menganalisis bagaimana aspek ekonomi dapat memengaruhi tingkat kehilangan pembelajaran siswa. Penelitian ini dilakukan dalam bentuk penelitian ex-post facto, yang berarti pengumpulan data dilaksanakan setelah kejadian yang diteliti. Subjek penelitian ini adalah siswa kelas 5 SD sebanyak 30 orang dan orang tua siswa sebanyak 30 orang. Metode pengumpulan data yang digunakan adalah observasi, wawancara, angket dan tes. Pendekatan analisis data dalam penelitian ini didasarkan pada asumsi linieritas. Hasil penelitian yang menunjukkan adanya pengaruh signifikan antara kondisi ekonomi orang tua dan learning loss menggambarkan masalah serius dalam dunia pendidikan. Dengan nilai Sig. yang lebih kecil dari 0,05, kami dapat menyimpulkan bahwa latar belakang ekonomi orang tua memainkan peran penting dalam memengaruhi tingkat learning loss. Dampak dari learning loss, yang disebabkan oleh endid-faktor seperti partisipasi siswa dalam aktivitas ekonomi keluarga seperti pergi ke hutan atau menjaring ikan, dapat merugikan kualitas pendidikan dan perkembangan Sumber Daya Manusia (SDM). Oleh karena itu, perlunya endidik konkrit untuk mengatasi masalah ini, termasuk memberikan bantuan kepada siswa yang terkena dampaknya dan menciptakan lingkungan pendidikan yang lebih inklusif.

Kata kunci: Learning Loss, Kondisi Ekonomi, Evaluasi Pendidikan

Abstract

Loss of specific or general knowledge and skills, commonly referred to as 'learning loss,' continues to be a concern in Indonesia. This research aims to analyze the relationship between economic factors and the incidence of learning loss among students. The primary objective is to gain a deeper understanding of how economic aspects can impact students' learning outcomes. The research employed an ex-post facto research design, which involves data collection after the event being studied. The study involved 30 fifth-grade elementary school students and 30 parents as participants. Data was collected through methods such as observation, interviews, questionnaires, and tests. The data analysis approach in this research assumes linearity. The research results highlight a significant correlation between parents' economic conditions and learning loss, underscoring a critical issue in the education sector. With a significance value (Sig value) less than 0.05, it can be concluded that parents' economic backgrounds play a pivotal role in influencing the extent of learning loss. Learning loss, often attributed to factors like students participating in family economic activities such as forest labor or fishing, can have adverse effects on the quality of education and human resource development. Consequently, addressing this issue requires concrete actions, including providing support to affected students and fostering a more inclusive educational environment.

Keywords: Learning Loss, Economic Conditions, Educational Evaluation

History:

Received : June 08, 2023

Revised : June 14, 2023

Accepted : October 06, 2023

Published : October 25, 2023

Publisher: Undiksha Press

Licensed: This work is licensed under a Creative Commons Attribution 4.0 License



1. INTRODUCTION

Merauke is one of the prominent regions in eastern Indonesia. This area is known for its unique characteristics, including a relatively high population level. Comprising various indigenous and migrant communities, Merauke is often likened to a mini-Indonesia due to its diversity. Furthermore, Merauke is also renowned for its abundant natural resources. Despite its wealth of natural resources, Merauke faces serious challenges in the education sector (Angrist et al., 2021; Ardington et al., 2021; Kuhfeld et al., 2020). High dropout rates are a major concern, and this condition is often referred to as Learning loss which refers to the

missed opportunities for students to receive a proper education (Donnelly & Patrinos, 2021; Engzell et al., 2021; Sabates et al., 2021). Learning loss can be defined as the loss of specific or general knowledge and skills, or even a setback in academic progress, typically caused by prolonged deviations or disruptions in a student's education (Hevia et al., 2022; Muzdalifa et al., 2022; Wulan Dari et al., 2022). Several factors can lead to learning loss, one of which is the impact of the Covid-19 pandemic that has affected Indonesia and the world (Alban Conto et al., 2021; Solihat et al., 2022; Vit, 2023).

The lack of adequate access to education, such as a shortage of schools or insufficient educational facilities, can hinder students' learning opportunities (Nasution & Siregar, 2019; Noviantari & Faridhoh, 2021; Rosuli et al., 2019). Inadequate teaching quality and curriculum, including underqualified teachers, irrelevant teaching materials, and ineffective teaching methods, can affect students' understanding and motivation (Haser et al., 2022; Jojor & Sihotang, 2022). Economic factors such as poverty can influence students' access to educational resources, such as books and equipment, which can contribute to learning loss. Additionally, social and cultural factors, such as cultural norms or barriers that do not support education, as well as health issues or students' special conditions, can also play a role in affecting learning outcomes. Lastly, the lack of family support and their involvement in a child's education can negatively impact students' academic progress (Hallin et al., 2022; Teristonia et al., 2022). Therefore, attention to these factors and collaborative efforts among the government, educational institutions, families, and the community are necessary to address learning loss and improve overall education quality. In Merauke, learning loss is also caused by low student attendance rates and a shortage of teachers in remote areas. This results in limited opportunities for students to receive quality education. Therefore, serious attention is needed to improve the education conditions in Merauke to provide better opportunities for the younger generation in this region. If left unaddressed, this situation will have an impact on the quality of education and contribute to a higher dropout rate (Khan & Ahmed, 2021; Nurhasanah, 2020).

The role of parents in the field of education is a crucial and irreplaceable factor. They play an indispensable role in providing support and guidance to their children in their learning process (Al Hakim & Azis, 2021; Khofiyah & Cahyani, 2021). Parental involvement in a child's education should not be underestimated, especially in the context of home-based education (Soraya & Khafid, 2016; Yayan et al., 2021). The active and participatory presence of parents in their children's education is a key to their success. Particularly for children under the age of 5, the role of parents in a child's development is vital (Isnaini et al., 2020; Lilawati, 2020; Nida & Kuntari, 2021; Ummah & Fitri, 2020). Parents are not only motivators but also teachers, providers of learning facilities, mentors, and have many other roles (Nisa et al., 2020; Trianingsih, 2016). Therefore, parental awareness of the importance of education is highly necessary. Without this awareness, the risk of indifference towards a child's education can arise. This attitude can influence the actions taken by parents in supporting their children's education, even to the extent that they are reluctant to inquire about their children's progress at school (Fatimah, 2020; Yulianingsih et al., 2020). This is due to priorities placed on economic needs rather than education. As a result, some parents may prefer involving their children in work or other tasks, such as earning a livelihood in the forest or scavenging. Consequently, a child's right to receive a proper education may be jeopardized. In this context, it is essential for society to raise awareness of the importance of education and educate parents about their role in helping their children receive a good education. By doing so, we can provide better opportunities for the younger generation to grow and develop through quality education.

Low economic status is one of the primary factors influencing the role of parents in the education process of their children (Cooper & Berry, 2020; Haser et al., 2022). Economic

limitations often require learners, especially children, to assist in meeting their family's needs. This situation can lead to children leaving school to help their parents with activities such as forest work or river hunting. Observations and interviews with teachers at schools indicate serious issues related to student absenteeism, particularly on Fridays and Saturdays, due to their involvement in these economic activities with their parents. Furthermore, some schools face conditions that significantly impact student attendance, as many students frequently miss school due to their involvement in economic activities like hunting and fishing. This is a challenge that educators find difficult to overcome because they cannot change the economic situation of the students' families. However, this situation is a consequence of the economic crisis that forces children to forgo opportunities for a decent education. Previous studies have explored the relationship between family economic conditions, awareness of the importance of education, and learning loss. Some of these studies include research indicating a positive relationship between parental economic conditions and elementary school student motivation (Bramantha & Yulianto, 2020), the influence of parental economic conditions on high school students' motivation (Senja & Lesmana, 2017), and the significant impact of family economic conditions on children's education levels (Nurhayati, 2017). Additionally, research has highlighted that economic factor, such as poverty, can affect students' access to educational resources (Hallin et al., 2022; Hisyam, 2018). The importance of quality education cannot be ignored, and these issues underscore the need for collaborative efforts between the government, society, and educational institutions to find solutions that can assist economically disadvantaged families in ensuring their children still have access to a proper education. This may involve financial assistance programs, skills training for parents, and efforts to alleviate economic pressures that hinder children from attending school.

This research takes a different approach from previous studies as its primary focus is on the economic factors influencing the occurrence of learning loss. Learning loss refers to the decline or loss of learning experienced by students over a specific period. In this context, the research will carefully investigate how economic variables contribute to the level of learning loss. The research approach may involve several steps, such as collecting data on various economic aspects of the community, such as income levels, unemployment rates, access to educational resources, and more. Subsequently, the research will analyze this data to identify relationships or correlations between these economic factors and the occurrence of learning loss among students. The primary goal of this research is to provide a deeper understanding of how economic aspects can impact the level of learning loss in students. Consequently, the research findings can serve as a foundation for education policymakers or practitioners to identify potential issues, design appropriate interventions, or develop more effective educational programs to mitigate learning loss among students affected by economic factors. In other words, this research aims to bridge the knowledge gap regarding how community economic conditions can affect education, thus helping to create more effective solutions to address learning loss among students.

2. METHODS

This research is conducted in the form of an ex-post facto study, which means that data collection is carried out after the events being studied have already occurred (Sugiyono, 2015). Both independent and dependent variables have occurred before the research was conducted. The ex-post facto approach is used in this study for two main reasons: (1) to test the relationship between variables existing in the research subjects, and (2) to investigate whether the conditions that have already occurred can lead to differences in the behavior of the research subjects. From the approach perspective, this research employs a quantitative

approach with a causal correlational design. This approach aims to identify cause-and-effect relationships between correlated variables in this study. The research subjects consist of 15 teachers, with 2 of them being civil servants (PNS) and 13 others being contract-based (honorer) teachers. Meanwhile, the focus of the study is on 109 students with diverse abilities. The selected students for this research are from the 5th grade, totaling 30 students.

The data collection methods used in this research include observation, interviews, questionnaires, and tests. Observation is used to understand the conditions at the research site, particularly those related to learning loss in schools. Additionally, observations are conducted within classrooms to observe the teaching processes carried out by teachers and how students engage in the learning process. Interviews are another research method utilized in this study. Interviews were chosen to assess the level of parental involvement in the learning process and their participation in school programs. Questionnaires are employed to collect data from a larger sample of participants, which may include students, parents, or other stakeholders. These surveys can provide quantitative data to analyze various aspects of the research problem. Tests are used to assess specific learning outcomes or cognitive abilities related to the research topic.

The data analysis approach in this research is based on the assumption of linearity, and the following are the common steps in the data analysis process: Testing Linearity of Regression: The initial step is to check whether the relationship between the independent variable (economic condition – X1) and the dependent variable (learning loss – Y) meets the linearity assumption. This can be done by examining the scatter plot between the two variables and determining whether the dot patterns indicate a linear relationship or not. If the relationship is non-linear, further consideration may be needed in the analysis. Assumption Checks: Before conducting hypothesis tests, it's important to verify whether the data meet statistical assumptions. Some common assumptions to be checked in simple linear regression analysis include: normality assumption, homoscedasticity assumption, independence assumption, hypothesis testing. After confirming that the assumptions are met, you can proceed with hypothesis testing to analyze the relationship between the economic condition (X1) and learning loss (Y) using simple linear regression.

3. RESULTS AND DISCUSSION

Results

The research findings indicate that a significant portion of the students' parents have an economically challenging situation, which can be considered insufficient to meet their daily needs. The parents' daily activities involve hunting in the forest and fishing, but these activities only provide enough for basic sustenance. Based on the interviews conducted with teachers, it was revealed that the parents have a strong awareness of the importance of education. However, due to the necessity of providing food, they are compelled to take their children into the forest. In other words, the parents' low economic condition results in a low emphasis on education, leading to students missing out on their right to education. This, in turn, has an impact on the students' low literacy and numeracy skills, which serve as indicators of learning loss. Through classroom observations, it was observed that many students struggle with basic skills such as counting and sentence writing. Additionally, the overall condition of the students can be considered concerning, as most of them do not have breakfast and lack pocket money. This situation creates an unfavourable classroom environment as hungry students may request to leave class earlier. To further validate this data, regression analysis was conducted using the information gathered from questionnaires and tests. This analysis can help establish statistical relationships between variables and provide more insight into the factors contributing to learning loss in this context.

The results of the normality analysis indicate that for each group of data tested for normality using the Kolmogorov-Smirnov test, the obtained p-values were greater than 0.05. Therefore, it can be stated that all groups of data, including economic conditions (X1) and learning loss (Y), in this study originate from populations that follow a normal distribution. This information is presented in [Table 1](#).

Table 1. Analysis of Normality Results

Variables	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Economic Conditions	0.110	30	0.200*	0.947	30	0.141
Learning Loss	0.100	30	0.200*	0.974	30	0.664

For the results of the linearity test using Deviation from Linearity, it was found that the p-value for Deviation from Linearity is > 0.05 . The p-value for the linearity between economic conditions and learning loss is 0.922. Consequently, it can be concluded that the relationship between economic conditions (X1), awareness of the importance of education (X2), and learning loss (Y) exhibits a linear relationship. Heteroskedasticity test is used to determine the presence or absence of a violation of the classical assumption of heteroskedasticity, which is the inequality of variance in the residuals for all observations in a regression model. The prerequisite that must be met in a regression model is the absence of heteroskedasticity symptoms. The method used to test heteroskedasticity in this research is the Glejser Test. The testing criteria are as follows. Ho: there is no heteroskedasticity. Ho is accepted when Significance > 0.05 , meaning there is no heteroskedasticity, and Ho is rejected when Significance < 0.05 , indicating the presence of heteroskedasticity. The results of the Glejser Test were conducted using SPSS 26.00. After all the conditions are met, hypothesis testing is continued. The results of the hypothesis test are shown in [Table 2](#).

Table 2. Results of Simple Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	23.407	6.580		3.557	0.001
1 Economic Conditions	0.377	0.143	0.446	2.639	0.013

Base on [Table 2](#) research findings indicating a significant influence between parents' economic conditions and learning loss are a very serious discovery. With a significance value (Sig.) less than 0.05, this confirms that parents' economic conditions have a strong impact on the level of learning loss. Unfortunately, this indicates that students from economically disadvantaged backgrounds face difficulties in obtaining a quality education. Poor economic conditions can hinder students' access to crucial educational resources such as books, study materials, and additional support. Additionally, economic pressures may force them to take on part-time jobs or engage in household chores that disrupt their study time. In the specific case of this research, economic conditions that compel students to assist their parents with activities like going to the forest or fishing have reduced their opportunities for effective learning. This significantly affects students' numeracy literacy, which is an indicator of success in the learning process. The research results also reveal that fifth-grade students still face difficulties in numeracy literacy, with mathematical abilities equivalent to those of second or third-grade students. This is evident from incorrect answers to story problems and analyses.

Discussion

Certainly, these research findings are very concerning as they indicate the presence of learning loss among students. Learning loss is a situation where students miss out on opportunities in the learning process due to external factors, such as accompanying their parents to the forest or fishing, as in the case you mentioned (Andriani et al., 2022; Basuki, 2019; Haser et al., 2022; Hevia et al., 2022). The impact of learning loss is very serious because it can adversely affect the quality of education provided and the development of Human Resources (HR) in a region or country. Missing out on learning opportunities can lead to gaps in knowledge and skills that students should acquire at specific stages of development. This can result in an educational divide between students facing learning loss and others who do not experience similar issues.

Furthermore, inequalities in access to education can exacerbate social and economic disparities. In the long run, the impact of learning loss can negatively affect a country's or community's ability to compete globally and achieve sustainable social and economic development (Lampropoulos et al., 2019; Onodipe et al., 2020). Therefore, it is important to take concrete actions to address the factors causing learning loss, including providing assistance and support to affected students, and striving to create a more inclusive and accessible educational environment. This will contribute to improving the quality of education and the formation of a higher-quality workforce.

The constraints of a low economy are one of the main factors affecting the role of parents in the process of their children's education (Achilleos et al., 2019; Haser et al., 2022). Economic limitations often require learners, especially children, to assist in fulfilling their family's needs. This situation can lead to children leaving their schools to help their parents with activities such as going to the forest or hunting by the river. However, this situation is a result of an economic crisis that forces children to forego proper educational opportunities. It is known that economic variables will influence students, which is consistent with research results that show a positive correlation between parents' economic conditions and the motivation to learn of elementary school students (Bramantha & Yulianto, 2020; Senja & Lesmana, 2017). Parents' economic conditions also affect the motivation to learn of high school students.

Previous research has shown that the influence of economic conditions on a child's education level is 36.1% (Nurhayati, 2017). The variable of parents' socioeconomic status does not affect learning motivation. Research results indicate that economic factors like poverty can affect students' access to educational resources (Hallin et al., 2022; Hisyam, 2018). The importance of quality education should not be underestimated, and this issue highlights the need for joint efforts from the government, society, and educational institutions to find solutions that can help families with economic limitations ensure that their children can still access a decent education. This may involve financial assistance programs, skill training for parents, and efforts to reduce economic pressures that hinder children from staying in school.

This research highlights the importance of parental economic factors in the educational process of children in Merauke. The implication is that more attention is needed in terms of understanding family economic conditions in an effort to improve the quality of education in the region. The results of this research can be a basis for developing educational policies that are more inclusive and oriented towards understanding the economic challenges faced by families in Merauke. However, this research also has limitations. The results of this research may be difficult to generalize to the entire population, because there may be special factors that influence Merauke and cannot be applied widely. This research may only reflect the situation at a particular time and place and cannot represent changes in the situation in the future.

4. CONCLUSION

The research findings that demonstrate a significant influence of parents' economic conditions on learning loss highlight a serious issue in the field of education. Parents' economic backgrounds play a crucial role in influencing the level of learning loss. The impact of learning loss, caused by factors such as students' participation in family economic activities like going to the forest or fishing, can harm the quality of education and the development of Human Resources (HR). Therefore, concrete actions are needed to address this problem, including providing assistance to affected students and creating a more inclusive educational environment. In the long run, addressing learning loss will make a positive contribution to improving the quality of education and cultivating a higher-quality workforce, which is essential for global competitiveness and achieving sustainable social and economic development.

5. REFERENCES

- Achilleos, A. P., Mettouris, C., Yeratziotis, A., Papadopoulos, G. A., Pllana, S., Huber, F., Jäger, B., Leitner, P., Ocsovszky, Z., & Dinnyés, A. (2019). SciChallenge: A Social Media Aware Platform for Contest-Based STEM Education and Motivation of Young Students. *IEEE Transactions on Learning Technologies*, 12(1), 98–111. <https://doi.org/10.1109/TLT.2018.2810879>.
- Al Hakim, M. F., & Azis, A. (2021). Peran Guru dan Orang Tua : Tantangan dan Solusi dalam Pembelajaran Daring pada Masa Pandemic COVID-19. *Riwayat: Educational Journal of History and Humanities*, 4(1). <https://doi.org/10.24815/jr.v4i1.19677>.
- Alban Conto, C., Akseer, S., Dreesen, T., Kamei, A., Mizunoya, S., & Rigole, A. (2021). Potential effects of COVID-19 school closures on foundational skills and Country responses for mitigating learning loss. *International Journal of Educational Development*, 87(December 2020), 102434.1-11. <https://doi.org/10.1016/j.ijedudev.2021.102434>.
- Andriani, N. M., Tegeh, I. M., & Suarjana, I. M. (2022). Pembelajaran Berbasis Phenomenon Based Learning untuk Mengatasi Fenomena Learning Loss Siswa Sekolah Dasar. *Jurnal Ilmiah Pendidikan Dan Pembelajaran*, 6(3). <https://doi.org/10.23887/jipp.v6i3.57502>.
- Angrist, N., de Barros, A., Bhula, R., Chakera, S., Cummiskey, C., DeStefano, J., Floretta, J., Kaffenberger, M., Piper, B., & Stern, J. (2021). Building back better to avert a learning catastrophe: Estimating learning loss from COVID-19 school shutdowns in Africa and facilitating short-term and long-term learning recovery. *International Journal of Educational Development*, 84(March), 102397. <https://doi.org/10.1016/j.ijedudev.2021.102397>.
- Ardington, C., Wills, G., & Kotze, J. (2021). COVID-19 learning losses: Early grade reading in South Africa. *International Journal of Educational Development*, 86(July), 102480. <https://doi.org/10.1016/j.ijedudev.2021.102480>.
- Basuki, A. B. (2019). Upaya Meningkatkan Hasil Belajar Mata Pelajaran Ekonomi Menggunakan Metode Flipped Learning Dalam Rangka Menanggulangi Learning Loss Pasca Pandemi Covid-19 Pada Siswa Kelas Xii Ips 2 Man 2 Kota Madiun. *Jurnal Edukasi New Normal*, 2(3). <https://ejurnalkotamadiun.org/index.php/JENN/article/view/1378>.
- Bramantha, H., & Yulianto, D. E. (2020). Pengaruh Kondisi Ekonomi Orang Tua Terhadap Motivasi Belajar Pada Siswa Sekolah Dasar. *Al-Aulad: Journal of Islamic Primary Education*, 3(1), 38–47. <https://doi.org/10.15575/al-aulad.v3i1.5851>.
- Cooper, G., & Berry, A. (2020). Demographic predictors of senior secondary participation in

- biology, physics, chemistry and earth/space sciences: students' access to cultural, social and science capital. *International Journal of Science Education*, 42(1), 151–166. <https://doi.org/10.1080/09500693.2019.1708510>.
- Donnelly, R., & Patrinos, H. A. (2021). Learning loss during Covid-19: An early systematic review. *Prospects*, 0123456789. <https://doi.org/10.1007/s11125-021-09582-6>.
- Engzell, P., Frey, A., & Verhagen, M. D. (2021). Learning loss due to school closures during the COVID-19 pandemic. *Proceedings of the National Academy of Sciences*, 1–7. <https://doi.org/10.1073/pnas.2022376118>.
- Fatimah, S. (2020). Peran Guru dan Orang Tua dalam meningkatkan Motivasi Belajar. *Jurnal Ilmu Tarbiyah*, 9(1), 165–188. <https://ejournal.isimupacitan.ac.id/index.php/tajdid/article/view/200>.
- Hallin, A. E., Danielsson, H., Nordström, T., & Fälth, L. (2022). No learning loss in Sweden during the pandemic evidence from primary school reading assessments. *International Journal of Educational Research*, 114(April). <https://doi.org/10.1016/j.ijer.2022.102011>.
- Haser, Ç., Doğan, O., & Kurt Erhan, G. (2022). Tracing students' mathematics learning loss during school closures in teachers' self-reported practices. *International Journal of Educational Development*, 88(September 2021), 1–8. <https://doi.org/10.1016/j.ijedudev.2021.102536>.
- Hevia, F. J., Vergara-Lope, S., Velásquez-Durán, A., & Calderón, D. (2022). Estimation of the fundamental learning loss and learning poverty related to COVID-19 pandemic in Mexico. *International Journal of Educational Development*, 88. <https://doi.org/10.1016/j.ijedudev.2021.102515>.
- Hisyam, F. R. (2018). Pengaruh kondisi sosial ekonomi orang tua dan lingkungan teman sebaya terhadap motivasi belajar dan hasil belajar. *Jurnal Pendidikan Ekonomi*, 7(4), 306–315. <https://journal.student.uny.ac.id/index.php/ekonomi/article/view/10961>.
- Isnaini, Irma Nur, Rati, Ni Wayan, & Suranata, K. (2020). Peran Orang Tua dalam Meningkatkan Motivasi Belajar Siswa di Sekolah Dasar. *Jurnal Kependidikan Dasar Islam Berbasis Sains*, 6(1), 84–91. <https://doi.org/10.26618/jrpd.v1i2.1568>.
- Jojo, A., & Sihotang, H. (2022). Analisis Kurikulum Merdeka dalam Mengatasi Learning Loss di Masa Pandemi Covid-19 (Analisis Studi Kasus Kebijakan Pendidikan). *Edukatif: Jurnal Ilmu Pendidikan*, 4(4), 5150–5161. <https://doi.org/10.31004/edukatif.v4i4.3106>.
- Khan, M. J., & Ahmed, J. (2021). Child education in the time of pandemic: Learning loss and dropout. *Children and Youth Services Review*, 127(April), 106065. <https://doi.org/10.1016/j.chilyouth.2021.106065>.
- Khofiyah, N., & Cahyani, F. E. (2021). Pemberian Edukasi tentang Peran Orang Tua dalam Pencegahan COVID-19 pada Anak Pra Sekolah yang dilakukan dirumah menuntut orang tua terlebih seorang ibu untuk memaksimalkan. *Jurnal Pengabdian Kepada Masyarakat Indonesia*, 2(2), 145–152. <https://doi.org/10.36596/jpkmi.v2i2.152>.
- Kuhfeld, M., Soland, J., Tarasawa, B., Johnson, A., Ruzek, E., & Liu, J. (2020). Projecting the Potential Impacts of COVID-19 School Closures on Academic Achievement. EdWorkingPaper No. 20-226. *Annenberg Institute for School Reform at Brown University*, 20(2026), 1–17. <https://doi.org/10.3102/0013189x20965918>.
- Lampropoulos, G., Siakas, K., & Anastasiadis, T. (2019). Internet of Things in the Context of Industry 4.0: An Overview. *International Journal of Entrepreneurial Knowledge*, 7(1), 4–19. <https://doi.org/10.2478/ijek-2019-0001>.
- Lilawati, A. (2020). Peran Orang Tua dalam Mendukung Kegiatan Pembelajaran di Rumah pada Masa Pandemi. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 549. <https://doi.org/10.31004/obsesi.v5i1.630>.

- Muzdalifa, E., Warga, T., & Bawang, T. (2022). Learning Loss Sebagai Dampak Pembelajaran Online Saat Kembali Tatap Muka Pasca Pandemi Covid 19. *GUAAU: Jurnal Pendidikan Profesi Guru Agama Islam*, 2(1), 187–192. <http://studentjournal.iaincurup.ac.id/index.php/guau/article/view/152>.
- Nasution, E. Y. P., & Siregar, N. F. (2019). Pengembangan Media Pembelajaran Berbasis Prezi. *Tarbawi: Jurnal Ilmu Pendidikan*, 15(2), 205–221. <https://doi.org/10.32939/tarbawi.v15i02.466>.
- Nida, A. A., & Kuntari, S. (2021). Peran Orang Tua Dalam Memotivasi Anak Belajar Daring Selama Pandemi Covid-19. *Jurnal Edukasi Dan Sains*, 3(1), 93–105. <https://www.ejournal.stitpn.ac.id/index.php/edisi/article/download/1218/854>.
- Nisa, R., Lindawati, Y. D., & Wahananto, J. (2020). Pengaruh Lingkungan Keluarga Terhadap Perkembangan Moral Peserta Didik. *IBTIDA*, 01(01), 61–70. <https://doi.org/10.37850/ibtida.v1i1.112>.
- Noviantari, I., & Faridhoh, F. (2021). Analisis Learning Loss Kemampuan Literasi Statistis Mahasiswa. *Jurnal Pendidikan Matematika Raflesia*, 6(3), 112–120. <https://doi.org/10.33369/jpmr.v6i3.19104>.
- Nurhasanah. (2020). Peran Orang Tua dalam Pembelajaran Daring di Masa Pandemi. *Educhild*, 2(2), 58–67. <https://doi.org/10.31219/osf.io/nsv42>.
- Nurhayati, S. (2017). Pengaruh Kondisi Ekonomi Terhadap Tingkat Pendidikan Anak Di Desa Sinar Tebudak Kecamatan Tujuh Belas. *Jurnal Pendidikan Dan Pembelajaran Untan*, 6(7), 193429. <https://jurnal.untan.ac.id/index.php/jpdpb/article/view/20997>.
- Onodipe, G., Keengwe, J., & Cottrell-Yongye, A. (2020). Using Learning Management System to Promote Self-regulated Learning in a Flipped Classroom. *Journal of Teaching and Learning with Technology*, 9(1), 3–18. <https://doi.org/10.14434/jotlt.v9i1.29375>.
- Rosuli, N., Koto, I., & Rohadi, N. (2019). Pembelajaran Remedial Terpadu Dengan Menerapkan Model Pembelajaran Generatif Untuk Mengubah Miskonsepsi Siswa Terhadap Konsep Usaha Dan Energi. *Jurnal Kumparan Fisika*, 2(3), 185–192. <https://doi.org/10.33369/jkf.2.3.185-192>.
- Sabates, R., Carter, E., & Stern, J. M. B. (2021). Using educational transitions to estimate learning loss due to COVID-19 school closures: The case of Complementary Basic Education in Ghana. *International Journal of Educational Development*, 82(February), 102377. <https://doi.org/10.1016/j.ijedudev.2021.102377>.
- Senja, N., & Lesmana, D. O. (2017). Pengaruh kondisi ekonomi keluarga terhadap motivasi belajar siswa pada mata pelajaran ekonomi di kelas XI IPS SMA Negeri Kota Cirebon. *Jurnal Edukasi Ekonomi Sosial*, 6(1), 21–38. <http://digilib.unila.ac.id/id/eprint/71155>.
- Solihat, A. N., Sadiyah, A., & Gumilar, G. (2022). Pengaruh Pembelajaran Daring terhadap Learning Loss dan Implikasinya terhadap Learning Outcome. *Jurnal Inovasi Pendidikan Ekonomi (JIPE)*, 12(1), 12. <https://doi.org/10.24036/011167270>.
- Soraya, A. N., & Khafid, M. (2016). Pengaruh Kualitas Pola Asuh Orang Tua, Cara Belajar Dan Peran Kelompok Teman Sebaya Terhadap Prestasi Belajar Mata Pelajaran Ekonomi. *Economic Education Analysis Journal*, 5(2), 560–560. <https://journal.unnes.ac.id/sju/index.php/eeaj/article/view/13661>.
- Sugiyono. (2015). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*. ALFABETA.
- Teristonia, N. L. P., Widiana, I. W., & Bayu, G. W. (2022). Fenomena Learning Loss pada Siswa Sekolah Dasar Pasca Pandemi Covid-19. *Jurnal Ilmiah Pendidikan Dan Pembelajaran*, 6(3), 477–487. <https://doi.org/10.23887/jipp.v6i3.57469>.
- Trianingsih, R. (2016). Pengantar Praktik Mendidik Anak Usia Sekolah Dasar. *Al Ibtida:*

- Jurnal Pendidikan Guru MI*, 3(2), 197. <https://doi.org/10.24235/al.ibtida.snj.v3i2.880>.
- Ummah, S. A., & Fitri, N. A. N. (2020). Pengaruh lingkungan keluarga terhadap perkembangan sosial Emosional Anak Usia Dini. *SELING (Jurnal Program Studi PGRA)*, 6(1), 84–88. <https://doi.org/10.29062/seling.v6i1.624>.
- Vit, E. (2023). The ability of low- and High-SES schools to inhibit learning losses during the COVID-19 pandemic. *Social Sciences & Humanities Open*, 7(1), 100393. <https://doi.org/10.1016/j.ssaho.2022.100393>.
- Wulan Dari, Juwita, A., Widia Sari, K., Anggraini Jayanti, S., & Widayati, S. (2022). Bimbingan Belajar Sebagai Upaya untuk Menghindari Learning Loss di Desa Aji Kagungan Kecamatan Abung Kunang, Kotabumi Lampung Utara. *Griya Cendikia*, 7(1), 39–45. <https://doi.org/10.47637/griya-cendikia.v7i1.191>.
- Yayan, A., Sri, W. A., & Vickry, R. F. (2021). Sosialisasi Peran Orang Tua Di Masa Pandemi Covid 19 Dalam Pembelajaran Daring Bagi Anak Usia Sekolah Dasar Desa Cikalongsari Karawang. *Jurnal Buana Pengabdian*, 2(2), 31–38. <https://doi.org/10.36805/jurnalbuanapengabdian.v2i2.1295>.
- Yulianingsih, W., Suhanadji, S., Nugroho, R., & Mustakim, M. (2020). Keterlibatan Orangtua dalam Pendampingan Belajar Anak selama Masa Pandemi Covid-19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(2), 1138–1150. <https://doi.org/10.31004/obsesi.v5i2.740>.