THE USE OF INNOVATIVE METHODS FOR FACING LOSS OF LEARNING AFTER THE COVID-19
PANDEMIC ERA FOR JUNIOR HIGH SCHOOL STUDENTS IN SUKOHARJO DISTRICT

Article

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Abstract. The purpose of this study is to Describe the use of innovative methods to deal with Learning Loss after the COVID-19 pandemic era for junior high school students in Sukoharjo Regency. This type of research is a qualitative research using case studies, the research subjects are seventh grade junior high school students in Sukoharjo Regency, and the object of the research is innovative methods and Learning Loss, data collection methods use: observation, interviews and documentation. The validity of the data using triangulation of methods and sources, data analysis techniques using interactive techniques consist of 3 stages: data reduction, data display and data verification. The results of the study show that the use of innovative methods is a must for all teachers in dealing with Learning Loss after the era of the covid 19 pandemic for junior high school students in Sukoharjo Regency. However, not all teachers have the ability to understand and apply innovative methods, so that there will be diversity in their use. The conclusions are: 1. Every teacher is obliged to use innovative methods in dealing with Learning Loss in the era of the covid 19 pandemic for junior high school students throughout Sukoharjo Regency, 2. The obstacles faced by teachers in using innovative methods are very complex because each teacher has different characteristics and abilities.

Keywords: innovative methods and Learning Loss

Introduction

The Covid-19 pandemic has changed the entire order of human life around the world from all aspects of life. Many experts believe that learning loss due to the pandemic is not an individual case, but occurs across generations. In fact, the University of Indonesia social psychologist, Hamdi Moeloek, as quoted from CNN Indonesia said, learning loss is a generation lost due to disruption of children's education at a crucial period, namely at the PAUD, TK, SD, and SMP levels. The Minister of Education, Culture, Research, and Technology (Mendikbud Ristek), Nadiem Makarim, has also repeatedly referred to learning loss as a big loss for students. Nadiem assesses that Indonesian children have lost a year of education due to the implementation of Distance Learning (PJJ).

Currently, with the easing of the COVID-19 pandemic, most schools in the world and Indonesia is no exception have held Face-to-face Learning (PTM). This is done to reduce the negative impact of the COVID-19 pandemic on the world of education, namely the loss of ability or potential for students' academic abilities, both in terms of knowledge and skills.

Efforts to rearrange meaningful learning need strategic steps. According to Susanto (2020) one of the efforts that can be done is to apply learning innovation. Budi (2021) asserts that in addition to learning methods, innovation must also be supported by the application of appropriate media. Soewardi (2022) added that the ability of teachers to apply the 10 teaching skills also has a big contribution to overcome the occurrence of learning loss.

Based on these facts, this article focuses on how to apply innovation learning to overcome student learning losses. The main problem in this article is formulated: how to apply innovation learning to increase learning loss during the covid -19 pandemic.

Method

The type of research is qualitative research, according to Miles and Huberman 2007 qualitative research is: The data that appears is in the form of words and not a series of numbers. The data may have been collected in a variety of ways (observations, interviews, document digests, tapes), and are usually "processed" sometime before they are ready for use (via recording, typing, editing, or transcribing), but qualitative analysis stick to words, which are usually organized into expanded text.

The research subjects were students and teachers of junior high schools in Sukoharjo district. Data collection methods: observation, interviews and documentation. The validity of the data is done by triangulation of sources and methods. Data analysis techniques were carried out with interactive analysis techniques consisting of; data reduction, data display and data verification. Miles and Huberman (2007). According to Sugiyono 2015, data reduction is data obtained from the field in quite a lot, for that it needs to be recorded carefully and in detail. Data that has been the reduced data will provide a clearer picture and make it easier for researchers to carry out further data collection and search when needed.

Miles and Huberman define a "presentation" as an organized collection of information that allows for conclusions to be drawn and action taken. Various presentations that can be found in everyday life ranging from gasoline gauges, newspapers, to computer screens. By looking at the

presentations we will be able to understand what is going on and what needs to be done to further analyze or take action based on the understanding gained and the presentations. Drawing Conclusions/ Verification The third important analytical activity is drawing conclusions and verification. From the very beginning of data collection, a qualitative analyst begins to search for the meaning of things, noting regularities. explanations, possible configurations, causal pathways, and propositions. Competent researchers will handle these conclusions loosely, remain open and skeptical, but conclusions have been provided, not clear at first, but by borrowing kiasic terms and Glaser and Strauss (1967) later increase to be more detailed and firmly rooted. "Final" conclusions may not emerge until data collection is complete, depending on the size of the field note collections, their coding, storage and retrieval methods used, the skill of the researcher, and the demands of the funder, but often they have been formulated. from the start, even if one researcher claims to have proceeded "inductively".

Results and Discussion
a. Research result

Based on the results of field observations carried out from August to September 2022, the following things were found: the enthusiasm of students to study face-to-face/offline was very enthusiastic, students felt happy, students paid attention to each other, the joys and sorrows of the COVID-19 pandemic. , there are students who are touched because they are still given the opportunity to meet with their friends because many of their friends during the covid 19 pandemic were called by the almighty, the class atmosphere became lively and communicative, students felt face-to-face learning was very much awaited because face-to-face it can get Direct experience both from friends and from the teacher, face-to-face learning can foster student creativity and innovation. Meanwhile, the results of observations of teachers obtained information that if during the COVID-19 period social media-based learning so that they could not directly meet face-to-face with students and teachers could not understand the dynamics and progress of the attitudes, behavior and actions of students, teachers with face-to-face learning could easily free to develop creativity and innovation, learning more easily detected, direct communication with students is very helpful for teachers in carrying out learning.

Furthermore, the results of interviews with 50 junior high school students from SMP N 1 Kartasura , SMP N 2 Kartasura , SMP N 3 Kartasura, SMP N 1 Baki, SMP N 1 Gatak, SMP N 2 Gatak, SMP N 1 Grogol, SMP N 2 Bendosari, SMP N 3 Mojolaban and SMP N 3 Sukoharjo obtained the following information: face-to-face learning teacher explanations are easier to understand, if online learning students feel a lot of loss of friends, lose developing thinking power, lose creative power, lose care, lose togetherness, lose the spirit of mutual assistance royong, lost direct communication with friends and teachers, and lost a place for attention, and lost a place to joke and discuss directly. Meanwhile, the results of interviews with 10 teachers obtained information that: during the online learning process the teacher felt a lot of loss that greatly disrupted professionalism as a teacher, the teacher was less than optimal in actualizing the 10 basic teaching skills as a teacher, there was a communication barrier both between students and between teachers, teachers were shackled With IT media, teachers experience a loss of creative and innovative power, teachers cannot see directly the development and growth of students.

b. Discussion

Learning during the COVID-19 pandemic besides having a positive side also has a negative side. As a result of the online learning system with the mental health of students starting from elementary school to college level where they feel that the online learning system is not effective during this pandemic, causing many of them to experience symptoms of post-traumatic stress

disorder or PTSD ranging from moderate to severe. which can affect daily activities. In addition, online learning can reduce students' enthusiasm and motivation which has an impact on their academic performance. Online learning often makes them bored. Online learning also has a negative effect on the teaching and learning process such as difficulties in the network in each student area, not really understanding what the teacher or lecturer says, some practical learning has to be abolished and replaced with other tasks even though practical lessons cannot be explained only with material or replaced . Some of the complaints from students and students on this matter became bigger when at the end of the school year they were faced with exams. They often say that they don't understand the questions on the exam, they finally choose to fill out answer papers carelessly or look for answers online on other sites. This is very unfortunate for the sake of the continuity of the quality of education of the nation's young generation.

Not all of them have a negative impact on online learning, but there are also positive impacts that really help students when learning as they have the opportunity to learn a lot of new things using existing internet platforms. The positive impacts of online learning include having more time to do assignments, no need to go to campus, even lectures can be done anywhere and anytime. Besides that, students also have their own way to overcome mental problems such as being relaxed about all the things they live, entertaining themselves, telling stories to those closest to them, and so on, while students who have serious mental disorders, they will prefer to go to a psychologist or psychiatrist

The right steps for not being carried away by the negative impact of online learning include motivating ourselves and those around us to stay excited in the midst of this online learning. If people around us or ourselves experience signs of PTSD symptoms, you should immediately calm down and give yourself time to take a vacation. No need for a long vacation, just walk around the house or around the city on the sidelines of online learning. We must also care about our mental and physical health in order to stay safe from Covid 19. Try to relax and make peace with the situation, because not all events have a negative impact, but there are also lessons from this incident.

Recovery efforts for lost learning during online learning that can be done by teachers and schools. As the level of Community Activity Restrictions (PP KM) decreased in a number of areas, schools began to increase classroom capacity to 50%. This moment is the right time for all parties to start accelerating and recovering learning loss. The following are 5 things that can be done to reduce the impact of learning loss on students:

1. Tutoring the Most Lagging Students

The first way can be done by the teacher by providing intensive assistance to students or groups of students who are the most lagging behind in the lesson. Tutoring can be done during class hours or after school, of course with the consent of the parents. Tutoring can also be done with the concept of peer tutoring, namely by empowering students with the best understanding to help peers who are lagging behind in lessons.

2. Create an Acceleration Program

To be more planned and systematic, schools and teachers can arrange acceleration programs for groups of students who have below average grades. The program, which is held after class hours, focuses on revitalizing students' understanding of the basic material.

3. Use the Scaffolding Learning Method

The COVID-19 pandemic has also created a learning gap or knowledge gap caused by various factors. One of the best teaching methods that can be applied for this condition is the Scaffolding method. This technique is effective in helping students catch up in lessons.

4. Initiating Collaboration

Learning loss is a problem that must be handled by the teacher. However, to overcome it you can not work alone. Teachers who collaborate both with colleagues and other school teachers (interaction through the community for example) have a greater chance of success in teaching.

5. Integrating Schools with Educational Technology

Educational technology has indeed been proven to provide a solution when schools have to carry out online learning. However, as schools begin to open and students return to face-to-face classes, educational technology can also help reduce learning

gaps that occur during online learning. The following are a number of advantages of adopting educational technology: a. Educational technology can help teachers provide personalized learning or learning that is tailored to the needs of students, b. Educational technology makes learning interactive and interesting through the use of digital content., c. Educational technology makes teacher work more efficient. Through AI features and data processing, administrative work such as assessing test/exam results becomes faster, neutral and even automatic (self grading).

In addition to the above, in my opinion and several teachers in Sukoharjo district, the application of innovative learning methods is a good strategy also in overcoming various things that are lost during learning during the covid 19 pandemic. Ivovative learning is built to excite both teachers and students to be enthusiastic about participating in learning. Innovative learning is designed by conditioning students to have a mature mental attitude and readiness to engage in learning, so that the learning process can create a communicative atmosphere.

By looking at the results of observations and interviews with teachers and students, the application of innovative learning can be used as a means to rebuild what was lost during the implementation of online learning during the covid 19 pandemic. According to Suwardi, 2022, with ivovative learning the learning process will be more efficient and effective, so that students will be more active in learning. That's the information that inspired2write can present, I hope the information above is useful. Meanwhile, Suryanti, 2020, argues that the 21st century innovative learning models in question are learning models that are able to in their application encourage students to think at a higher level or often referred to as High order of thinking skills (HOTS). higher order thinking skills involve analysis and synthesis (C4), evaluating (C5), and creating or creativity (C6) (Krathworl and Anderson, 2001). Students are not only able to mention, understand or just apply a knowledge, but they must be able to analyze, evaluate and even create a product from the knowledge they get. The learning models in question are Disclosure/Discovery Learning Models, Problem based learning and project based learning.

Conclusion

Based on the description of the research results and discussion, this article concludes:

The application of the innovation learning model can be used to overcome the learning loss of students during the covid 19 pandemic. Innovation learning prioritizes the readiness of the mental attitude of students and teachers to carry out an interesting, challenging and fun learning process.

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