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Learning Loss with Arabic Learner Autonomy in Limited Face-To-Face Policy (PTM) at Jambi Province

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ABSTRACT

Learner autonomy is the main solution for overcoming learning loss in the limited face-to-face policy that was implemented in Indonesia in early 2022. This research was based on the phenomenon of decreasing quality of learning Arabic due to the pandemic 19. A qualitative research approach with the type of case studies was used in this research for the sake of reveal the decline in learning and independent learning at tertiary institutions in Jambi province. A case study approach was used in this study. The main findings and results were described by uncovering a case of learning loss in limited face-to-face policies in Jambi province. This research addressed two main focuses. Namely, First, the phenomenon of learning loss caused by several factors, such as adaptation to hybrid learning, limited internet access, minimal learning platform services and technologica stuttering and learner autouonomy on limited face-to-face learning policies in Jambi. Implementation of independent learners by the Autonomy Learning Scale (ALS) fullfills the seven aspects of self-learning implementation with the highest (good enough) on the three categories self-awareness indicators 6.5 score, self-effort 6.5 and extensive autonomous activities which achieve 6.7 and the low category on the aspect of self-confidence with a score of 2.5 and motivation which only gets a score of 0.5.

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Keyword

Learner Autonomy; Learning Loss; Limited Policy

مستخلص البحث

المتعلم الذاتي هو الحل الرئيسي للتغلب على فقدان التعلم في السياسة المحدودة وجهًا لوجه (FACE-TO-FACE MEETING) التي تم تنفيذها في إندونيسيا في أوائل عام ٢٠٢٢. ويستند هذا البحث إلى ظاهرة تدني جودة تعلم اللغة العربية بسبب الوباء ١٩. تم استخدام نهج بحث نوعي مع نوع دراسات الحالة في هذا البحث من أجل الكشف عن تراجع التعلم والتعلم المستقل في مؤسسات التعليم العالي في مقاطعة جامبي. يتناول هذا البحث محورين رئيسيين. على وجه التحديد، فإن ظاهرة فقدان التعلم ناتجة عن عدة عوامل، مثل التكيف مع التعلم الهجين، ومحدودية الوصول إلى الإنترنت، والحد الأدنى من خدمات منصة التعلم والتعلم التكنولوجي. والمتعلمين الاثنين في سياسات التعلم المباشر المحدودة (FACE-TO-FACE MEETING) في جامبي. تنفيذ المتعلمين المستقلين من خلال تحقيق الجوانب السبعة لمقياس التعلم الذاتي (ALS) بأعلى فئة (جيدة بما فيه الكفاية) في جوانب الوعي الذاتي والجهد الذاتي والأنشطة المستقلة الواسعة. وتدني الفئة على جوانب التحفيز والثقة بالنفس

كلمات أساسية ١: ك المتعلم الذاتي ٢؛ فقدان التعلم ٣؛ سياسة محدودة

كلمات أساسية

INTRODUCTION

The community activity restriction program (PPKM) Level 1 to 4 in early 2022 brought fresh air to the world of education in Indonesia when the enactment of SE number 2 of 2022 concerning face-to-face learning policies was limited to 50 percent starting on February 2, 2022 (Hapsari Mita Amalia, 2022). Learning in fear and strict rules makes learning in the pandemic era far from the word independence. It seems like the jargon "Independent Learning Independent Campus" (Kemendikbud, 2019). The Ministry of Education and Culture of the Republic of Indonesia must face a complicated situation amidst unpredictable circumstances. Changing rules, difficult conditions with worries at that time become a scourge for students to face the learning process, finally the situation cannot be avoided in decline and even loss the quality of distance learning replaced learning in the classroom which is named by Nadiem makarim as learning loss of students.

The term "learning loss" is usually used in the literature to describe a decline in students' knowledge and skills (Pier, Hough, Christian, Bookman, Wilkenfeld, & Miller, 2021). The education and development forum (2020) released research results regarding three main problems in online learning caused learning loss which occurs in the learning process, first, motivation to learn by not going to school, not paying attention directly like in class and parents being unprepared at home to help students to learn. Second, the learning gap with the existence of disparities facilities in university makes it difficult to measure student learning outcomes. The third is the possibility of dropping out of college due to the uncertainty when schools will return to normal (Engzell et al., 2021).

The impact of closing educational institutions such as schools and colleges makes learning that prioritizes material strength (cognitive) and aspects of skills (skills) of students such as learning foreign languages (English, Arabic and others). Of course, distance learning has its own challenges and is considered not ready to contribute more than face-to-face learning with direct educators, especially in learning Arabic with complex teaching materials and repetitive skills. So online learning with internet learning management system (I-LMS) or learning platforms such as zoom, whatsapp and google meet as a media for transferring knowledge and a source of skills is inadequate so that learning loss as a phenomenon of decreasing the quality of learning in the Covid 19 era is inevitable.

State universities in Jambi province, such as Jambi University, Islamic state university Jambi and islamic state institution of Kerinci which have Arabic language education study programs which graduate Arabic language educator responds to the impact of the pandemic by implementing online policies from 2019 to 2021 according to the circular of the ministry of education and culture

republic of Indonesia Number 4 of 2020 and in 2022, learning will be carried out during the Covid-19 pandemic with limited face-to-face learning (Kemdikbud, 2020).

Changing education system and learning policies eventually lead to new learning difficulties for both lecturers and students in learning Arabic. First, for lecturers, the obstacle seen in transition from conventional learning to virtual learning models. Lecturers are required to adopt new policies, methods and media that have never been imagine before. Finally, it resulted toward learning process that was not optimal and decreasing the quality of learning Arabic in the province of Jambi. Second, for Arabic language education study program students, as in Jambi University, who mostly graduate from public schools not from Islamic boarding schools got difficulties illustrated as the adaptation of the learning climate in groups to individual online learning (Arif Pamessangi, 2020) and complexity of understanding Arabic language teaching materials without direct explanation based on E-learning to the gaps in internet facilities between cities and counties and a few other language and non-linguistic problems(Kaharuddin, 2019).

Even though it has been supported by various technologies while undergoing Distance Learning, but there is still gap caused learning at home to be less effective. The two big problems above indicates of the occurrence of learning loss in learning Arabic at public universities in Jambi province.

ases of learning loss in higher education in knowledge and skill-based learning such as Arabic are caused by the loss of learning experience in the classroom. the loss of learning opportunities must be overcome with a learning model based on self-learning (Autonomous Learner). Ratna's research and Nenden Sri (2019) at the Indonesian University of Education mentioned the influence of encouragement as independent learners (learner Autonomy) by teachers and lecturers affects the quality of student and student learning in overcoming loss of knowledge and online learning experience (Lengkanawati, 2017).

The ability of teachers to encourage students to be independent learners (autonomy learners) with the Autonomous Learner Model which emphasis to the enthusiasm to fill due to learning loss offers a new concept to improve the quality of student in learning complicated foreign languages such as Arabic. Good learning outside class can motivate them to take part in additional learning such as intensive courses or the use of technology and other digital learning platforms.

Similar research on autonomous learning was carried out by researcher during the online learning era (Iryani et al., 2020) with a research focus on student learning independence in the Arabic language education study program, Jambi University. Then, research on autonomous learning was conducted in the

era of online learning (Iryani et al., 2020) with a focus on student learning independence in the Arabic language education study program at the University of Jambi. This research emphasized two main research focuses. First, uncovering the phenomenon of learning loss cases in Arabic language learning at universities in Jambi Province. second, the application of the Autonomous Learner Model by Arabic language education students in Jambi province to overcome learning loss cases in the limited face-to-face policy in 2022. The main aim of this research was to form independent learner profiles that can overcome learning loss problems.

METHOD

This research was descriptive qualitative research with a case study approach to systematically describe and analyze the facts of the object or subject accurately. In this research, the researcher acted as the key instrument, the data collection technique was combined, the data analysis was inductive, and the results of qualitative research emphasized meaning rather than generalization (Yusuf et al., n.d.).

The research method was a qualitative method with a case study approach. A case study is an exploration of a bounded system or a case (or multiple cases) over time through detailed, in-depth data collection involving multiple sources of information rich in context (Creswell, 2012, p. 11). In this case, research will be carried out at Arabic Language Education program of Jambi University, Islamic State University Sulthan Taha Saifuddin Jambi, and Islamic State Institution of Kerinci, on the grounds that these three state tertiary institutions are models of learning Arabic that deserve to be used as a reference by other universities in Jambi province. The research subjects were 100 students and lecturers from Arabic Language Education program of Jambi University, Islamic State University Sultan Taha Saifuddin Jambi, and Islamic State Institution of Kerinci.

In this research, the researcher was the main instrument. The data sources in this study were students and lecturers of Arabic language education of Jambi University, Islamic State University Sulthan Taha Saifuddin Jambi, and Islamic State Institution of Kerinci. Furthermore, to collect data, researcher used interview, observation, and questionnaire techniques with Autonomy Learning Scale (ALS) which consists of 12 questions using a Likert scale with 5. After going through several data collection processes, the researcher analyzed the data using the theory of data analysis techniques Miles, et al. with the following steps as in [Figure 1](#): 1) reducing data, 2) presenting data, and 3) drawing conclusions (Miles et al., n.d., p. 12).

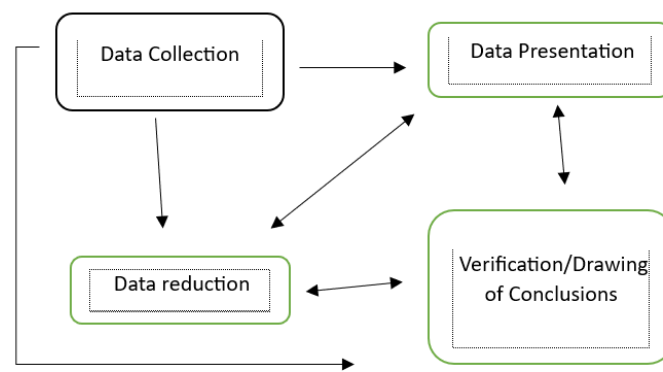


Figure 1. Analysis of Miles and Huberman Model Data.

Figure 1 shows the analysis of miles and huberman model data used in this study. Furthermore, to validate the data, the researcher used triangulation. After discussing of the results of the questionnaire, then selected 7 dominant indicators that support the findings of the independent learner aspect. To get the data, the researcher used open questions and questionnaires measured by the point instrument. After collecting the interview results, the researcher rewrites the results using Ms. Words (McAlister, n.d., p. 23).

RESULTS & DISCUSSION

The Phenomenon of Learning Loss in Limited Policy

Learning loss is a popular term emerged during a pandemic with the enactment of distance Learning, this refers to the loss of knowledge and skills of students both in general and specific as result of academic decline due to certain conditions and situations.

The implementation of learning Arabic in the Arabic Language Education Study Program in Jambi province is inseparable from several obstacles and the phenomenon of learning loss that occurs during online learning. One of the causes is the existence of Covid-19 which results students did not obtained optimal information. In addition, the gap in facilities such as gadgets is also become factor in learning loss (Donnelly & Patrinos, 2021).

Obstacles in the learning process cause decreasing quality of learning experienced by students. the head of the Arabic language department at ISLAMIC STATE INSTITUTION OF Kerinci explained that learning Arabic online caused of the pandemic was decreasing student's motivation to participate in learning. Then, it results student to not being effective attending lectures, because most of the them are in rural areas where not all internet access is stable (Informant Interview, 2022).

Learning loss is the loss of knowledge possessed by students both in general and entirely due to various factors. However, learning loss can also be loss of motivation to learn caused by the teacher's mistakes in choosing learning methods (Long et al., 1993, p. 12). This loss of motivation was felt by a lecturer in ISLAMIC STATE UNIVERSITY Jambi in limited face-to-face meetings, enthusiasm and motivation of students in attending Arabic language lectures online lower than face-to-face learning (Informat Interview, 2022).

Loss of interaction between lecturers and students and interaction among students are not biased towards concentration (60%), and other factors included Learning loss (Andriani et al., 2021). The learning gap that occurs in Arabic language education study programs with learning that really requires skills and knowledge makes the gap in student knowledge happened when conducting face-to-face meetings for the first time is limited to Arabic language education study programs at the University of Jambi. Then learning loss as the lack of maximum learning process carried out in schools (Kashyap et al., 2021).

The phenomenon of learning loss does not only occur to students, even lecturers experience difficulties in carrying out the learning process in the aspect of educational facilities. The internet network is one of the learning tools that must be owned by lecturers during distance learning. The learning climate that is usually carried out directly becomes individually learning. Moreover, students who usually interact directly to lecturers and other students, now there is no social interaction that occurs during the learning process (Andriani et al., 2021).

The Education and Development Forum (2022) mentions that learning loss is a situation which students lose knowledge and skills either general or specific or academic setbacks, which occur due to prolonged gaps or the non-sustainability of the educational process. After the opening limited face-to-face learning, it experienced new difficulties, namely adaptation to a hybrid learning pattern which carried out by integrating offline and online with a maximum of 50% of students in class.

Problems of adapting new technology and network technical constraints are often encountered by lecturers who implement hybrid learning model learning (Sumandiyar et al., 2021). The focus of learning to be divided, mastering material that must be balanced with technology which the main obstacle to technology is the uneven distribution of the internet network for students who attend lectures in online mode via the zoom platform, Google meet and others

The phenomenon of learning loss which is suspected to occur as a result of the closure of the educational process which lasted a long time resulting in a decrease in the quality of learning and knowledge which was then reinforced by the result of questionnaire which distributed to Arabic language education study program students at three universities in Jambi province in table 1:

Table 1. Indicators of Learning Loss Learning Arabic

No	Statements	Agree (%)	Disagree (%)
1	Students cannot concentrate and have low understanding of Arabic language material	46,1%	53,9%
2	The lecturer could not thoroughly explain the material	35%	65%
3	Lecturers often use the lecture method in online learning In Arabic language courses	70,3%	29,7%
4	It is difficult for students to adjust changing schedules	78,4%	21,6%
5	There is a decreasing of your Arabic learning quality	58,8%	41,2%
6	Students get limited time to study and interact with lecturers	73,5%	26,5%
7	The assessment of student learning outcomes is not optimal	58,4%	41,6%
8	Students are more passive in online learning	76,2%	23,8%
9	Network quality and internet quota are obstacles to learning	87,1%	12,9%
10	Spending extra costs to buy internet pulses	89,3%	10,7%

From the [Table 1](#), it can be analyzed that around 53,9% of students can concentrate of being able to absorb low lecture material on Arabic-language, the rest of the students cannot concentrate and absorb low-level lecture material on Arabic-speaking which amount to around 70% of Arabic Language Study Program Islamic State Institution of Kerinci students. The second indicator explains that 60% of lecturers were unable to complete Arabic learning during the pandemic, only around 30% of lecturers were able to deliver all materials and complete Arabic learning online. The third indicator explains that more than 75% of lecturers use the lecture method when delivering lecture material at Arabic online, the rest of the lecturers use various methods in delivering material. The fourth indicator explains that around 80% of students find difficulties to adjust changing lecture schedules, this is due to the tentative class schedule while lectures are held online.

The fifth and sixth Indicators show that 50% of students experienced a decrease in the quality of learning Arabic during the pandemic, whereas in terms of study time and interaction with student lecturers, only 40% were able to adjust their study time and interact with lecturers during the pandemic. The seventh and eighth indicators show that more than 50% of student assessments are not optimal during online learning, whereas in terms of student activity in learning Arabic online only 20%, the remaining around 80% of students are passive when learning online. In the ninth indicator, 80% of students experience problems related to the internet network and spend a lot of internet quota when studying online. The last indicator explains that around 80% of students spend extra money to buy internet quota to support online lectures.

Based on the results of observations, interviews and questionnaires on indicators of learning loss in the Arabic Language Education Study program above, researcher have found several things related to the phenomenon of learning loss that occurs during online learning in the Arabic Language Education Study Program in Arabic learning in Jambi province. First, there is a decrease in motivation experienced by arabic students because they have not fully adapted to distance learning. Second, internet access is uneven because most students live in rural areas which causes lectures to be ineffective due to signal problems. Third, limited zoom meeting services so that learning time becomes ineffective because much is spent dealing with technical matters such as waiting for students to join the zoom meeting repeatedly. Fourth, not all Arabic language education lecturers are technologically proficient. Some lecturers are clueless because they have not been able to adapt to remote learning services.

Arabic Learner Autonomy on Limited Policies 2022

Independent learners are those who are able to solve problems or develop new ideas by combining divergent and convergent ways of thinking without too much help from people. This model facilitates the development of students to become independent, independent learners, by developing skills, concepts, positive attitudes in cognitive, emotional and social domains.(Masouleh & Jooneghani, n.d. 2020) . research related to the implementation of the autonomous learner model in encouraging independent learners. Arabic language learning in Jambi province should refer to this theoretical study so as not to get out of the discussion of this research topic. In the implementation of learner autonomy, seven aspects were taken based on the Autonomy Learning Scale (ALS) adopted by Khem Raj Joshi's survey. and then the results of the questionnaire strengthen the results of interviews and field observations which are then discussed with the theory used in learner autonomy research. Aspects analyzed include:1) self awareness, 2) self-effort, 3) Activities related to wider

autonomy, 4) Confidence, 5) Use of reference materials, 6) Motivation, and 7) The use of technology in learning

Self- awareness

Self-awareness is a psychological process that has a reciprocal relationship with mental life related to life goals, emotions, and cognitive processes that follow (Kreibich et al., 2020). Limited face-to-face learning provides a stimulus to students' self-awareness building to be independence in learning Arabic. This fact is explained in the Self-awareness indicators that appear during learning by determining abilities, goals and difficulties in Arabic learning process.

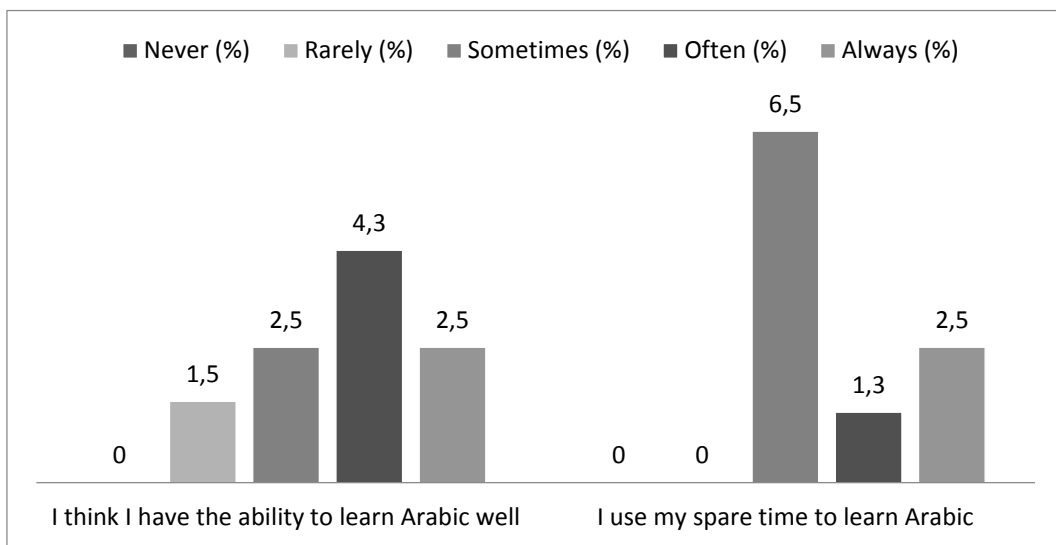


Figure 2. Student self-awareness in the autonomous learner model

Based on the Figure 2, it can be seen from scale 1-10, more than 4% of students have the ability to learn Arabic well. The last indicator shows 6.5% of students often use their free time to learn Arabic independently and this is quite high in implementing of autonomous learner models related to students' awareness in independent learning.

Self-effort

Self-effort learning or self-management learning is a process learning of person who is able to set his learning goals and then try to monitor, regulate, control his cognition, motivation and behavior to suit the goals and contextual conditions of his environment (González-Treviño et al., 2020). Self-regulated learning is a combination of academic learning skills and self-control that makes

learning easier, so that students are more motivated and have high self-effort in building independent learning in any circumstances.

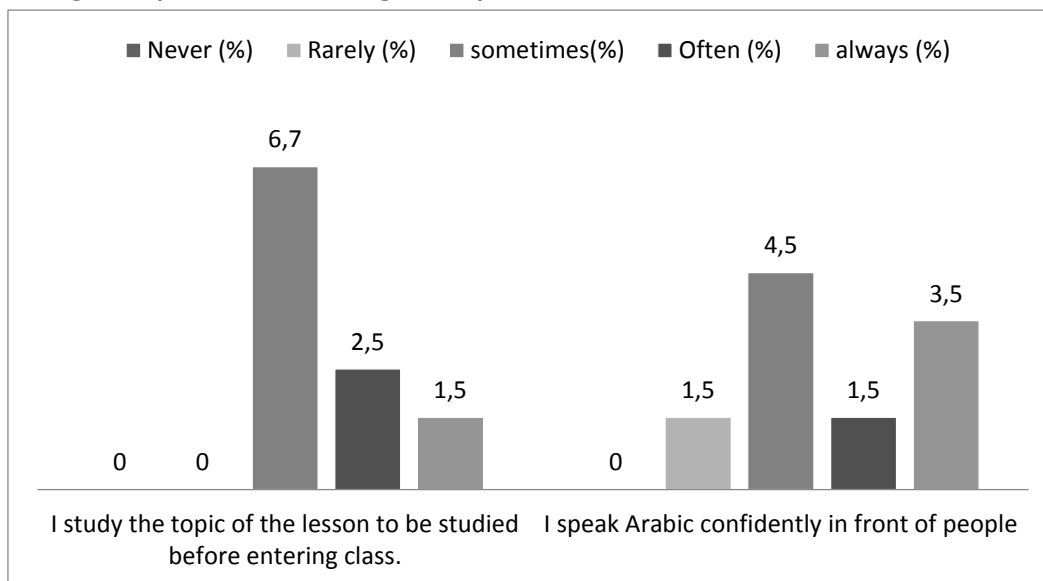


Figure 3. Independent student effort in the autonomous learner model

Based on the Figure 3, it shows that more than 6.5% of students study independently and study the subject before entering class, this is included in the sufficient category, 2.5% in the good category and 1.5% in the very supportive category. The fourth indicator shows that students' effort to upgrade themselves by speaking confidently in front of people about 1.5% in the good category and 4.5% in the moderate category and 3.5% in the very good category.

Learners’ Broader Autonomous Activities in arabic

Aspects and learning models of autonomous learning, an educator changes his role from teacher-centered learning to student-centered learning or from teacher-centered to the learner-centered mode by making students as the center of learning activities (Bukhteeva, n.d.2020). Autonomy learners will automatically find broader independent learning activities with even better media after awareness and independent are built in learning.

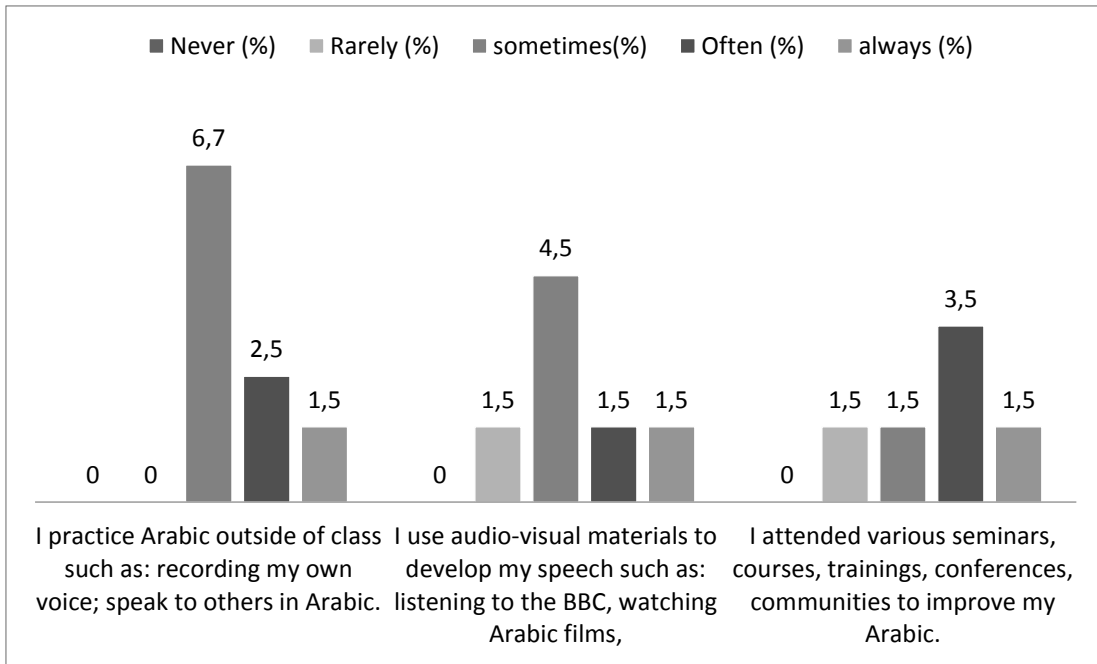


Figure 4. broader autonomy in the autonomous learner model

In Figure 4 shows the case of Arabic language students in Jambi province, in terms of wider autonomy, 6.5% of students practice Arabic outside class, such as: recording their own voice; speak Arabic with other people, this is included in the sufficient category, 5.5% of students use the library to improve Arabic. The eleventh highest indicator is 4.5%, students use audio-visual materials to develop speech such as: listening to the BBC, watching Arabic films, listening to music, reading Arabic newspapers/magazines is at a sufficient level, 3.5% often attend various seminars, courses , training, conferences, communities to improve Arabic and 3.5% is at a good level.

Confidence

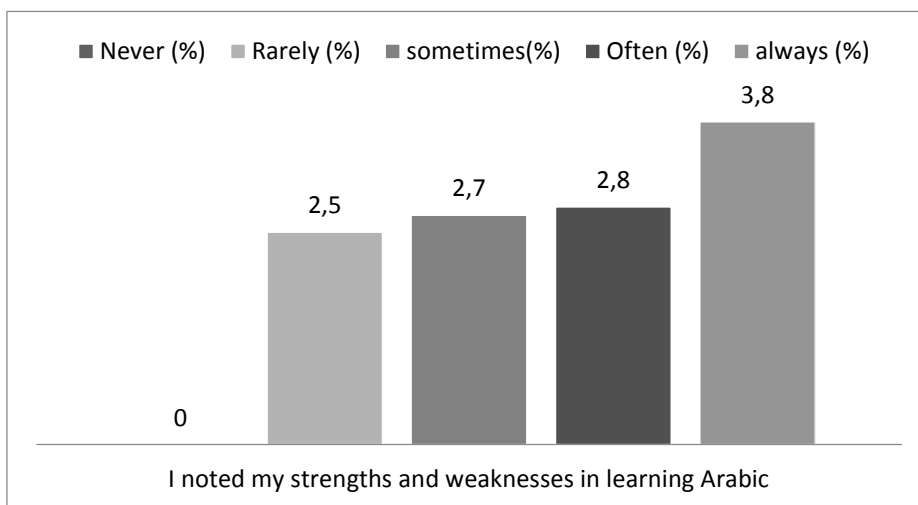


Figure 5. Self Confidence Questionnaire in Autonomous Learner Models

Figure 5. shows the data about self-confidence in autonomous learner models. This self-confidence is a form of positive attitude towards learning activities, namely students are confident in their own ability to learn and complete their assignments properly and responsibly so that they are not easily influenced by others. This self-confidence is also related to motivation (Anazifa & Pratama, 2020). In terms of self-confidence, more than 3.5% of students always note their strengths and weaknesses in learning Arabic and improve them, this is included in the very good category, 2.8% are at a good level and 2.4% are at a fairly moderate level at the lowest level only 2.5%.

Hidayati and Husna define autonomous learner as the ability of students to learn independently and be responsible for each learning process. Such as, selecting methods and techniques, determining content and development, and evaluating what has been learned (Hidayati & Husna, n.d., p. 45). Through the use of additional reference materials, it makes learner autonomy gain broad and comprehensive knowledge related to language learning. This method is expected to increase students' learning desires.

Mastery of Reference Materials

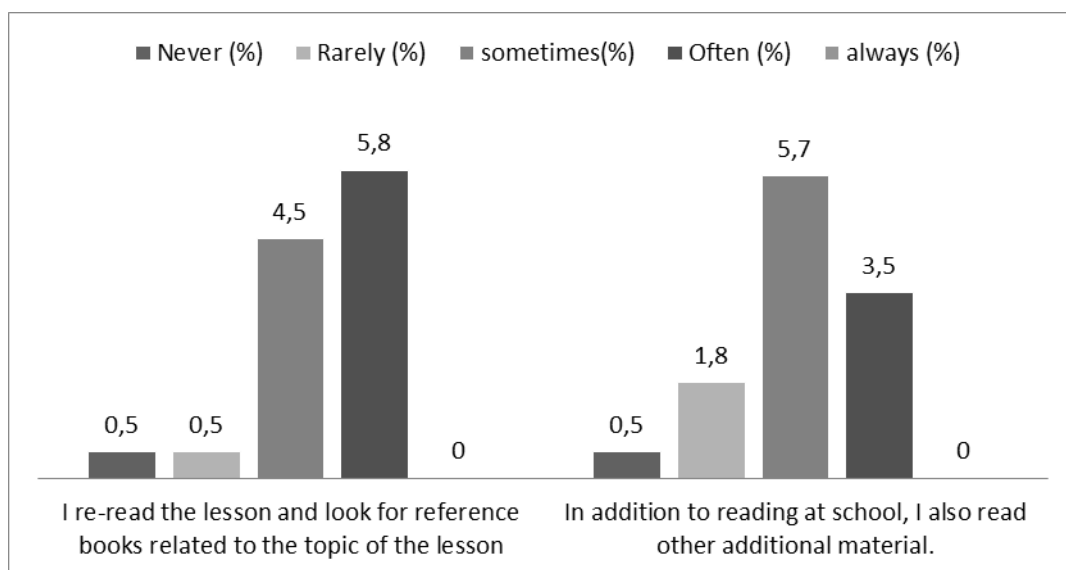


Figure 6. Mastery of Reference Materials in autonomous learner models

Another autonomous learner model indicator is mastery of language and reference. Based the results of student questionnaires in the Figure 6 related to mastery of reference, 3.5% of students often re-read lessons and look for reference books related to the topic of the lesson, this is in the good category, and 5.7% of students re-read lessons and look for reference books that relate to

the topic of the lesson is at a sufficient level. The lowest on the sixteenth indicator is that students never re-read lessons and look for reference books related to subject topics around 0.5% which are in the very poor category.

Motivation

High motivation always wants to fulfill the desires that arise and has the skills to overcome the problems faced. The role of motivation as an internal aspect is very important and of course motivation influences the desire to learn independently in overcoming the problem of learning difficulties in limited face-to-face meeting (Iryani et al., 2020).

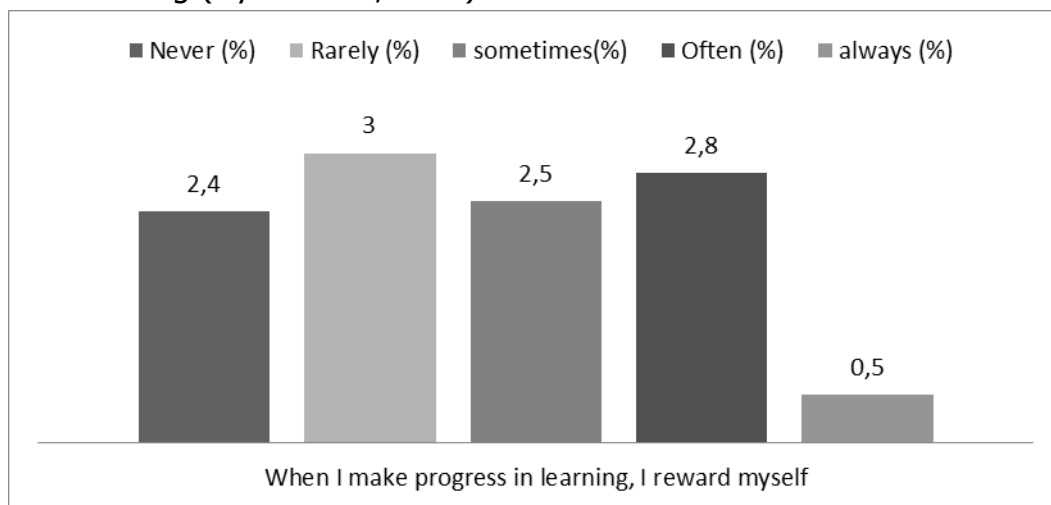


Figure 7. Motivation in Autonomous Learner Models

Figure 7 Shows the motivation of independent Arabic learners is based on their self-desire to succeed in learning. Learning efforts by making learning progress reports can be used in the autonomous model. related to independent learning motivation, based on the results of the motivational indicator questionnaire 3% of students are at a poor level and 2.8% of students are at a good level with respect for self-esteem such as: buying new things, celebrating parties, etc.

Use of Technology in learning arabic

Technology is expected to be the answer to problems of access, quality, and social justice in the education sector. This is because one of the impacts of the pandemic is the widening inequality of access to quality education. How to use technology in education and learning Digital technology in education is not only about the physical contribution of technology as a learning tool (learning tools) but a multidimensional concept.(Akcaoglu et al., 2018). As citing one of the definitions of learning technology according to the Association for Educational Communications and Technology, educational technology is the study and ethical

practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources.

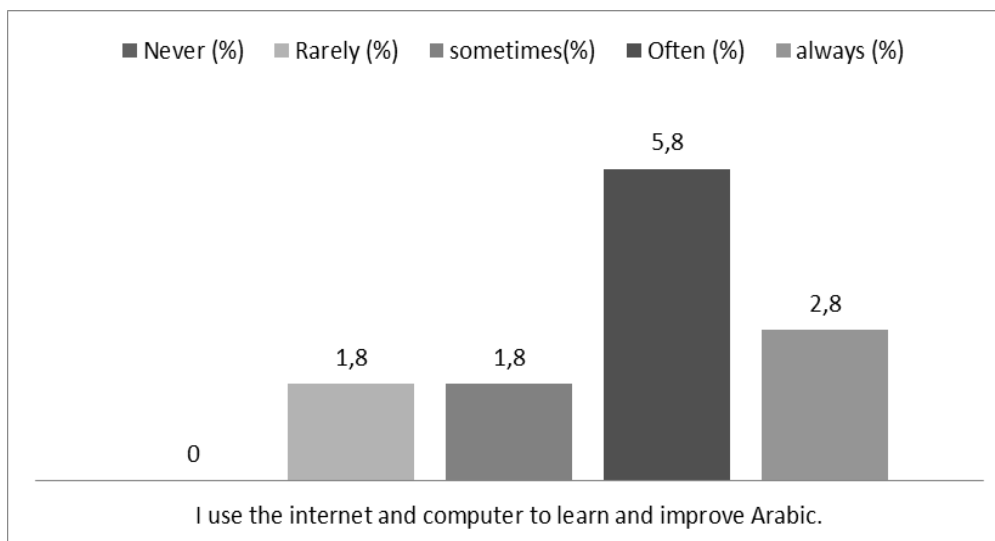


Figure 8. Questionnaire on the Use of Technology in the Autonomous Learner Model

Whereas in the use of technology in Figure 8, students of Arabic language study program of Islamic state institution of Kerinci are at a good level, 5.8% students use the internet and computers to learn and improve Arabic, while 2.8% are at a very good level which students continuously use the internet and computers to study and improve Arabic. The use of multimedia and internet-based technology is at a high level in supporting language learning for Arabic students in Jambi province. The impact of limited learning makes students more active in using learning tools than in the normal learning era.

CONCLUSIONS

This study revealed two major findings in order to answer two main research focuses namely, firstly the phenomenon of learning loss in learning Arabic in Jambi province is interpreted by the decrease in motivation experienced by Arabic language study program students caused by adaptation to hybrid learning, limited internet access, effectiveness of learning application services and adaptation of new technology in learning. Then, autonomy learner effort to overcome learning difficulties encountered in limited face-to-face learning policies in Jambi. Finally, autonomy learner get limit in face-to-face learning policies in Jambi. Implementation of independent learners by the Autonomy Learning Scale (ALS) fulfills the seven aspects of self-learning implementation with the highest (good enough) on the three categories; self-awareness indicators 6.5 score, self

effort 6.5 and extensive autonomous activities which achieve a score of 6.7 and the low category in the aspect of self-confidence with a score of 2.5 and motivation which only gets a score of 0.5.

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