

Investigation of Learning Loss in the Students' Skills Competency Domain in Islamic Religious Education Subjects at Muhammadiyah Jogokariyan Elementary School

¹Rafi Pradipa, ²Nurchamidah, ³Kuni Safingah,

⁴Muhammad Hamsah, ⁵Ali Miftakhu Rosyad

¹Universitas Cokroaminoto Yogyakarta, ²Universitas Jenderal Soedirman

³Universitas Jenderal Soedirman, ⁴Universitas Islam Negeri Salatiga

⁵Universitas Wiralodra Indramayu

¹rafipradipa37@gmail.com, ²idamida676@gmail.com, ³kuni.safingah@unsoed.ac.id,

⁴muhammadhamsah08@gmail.com, ⁵miftakhurosyad@gmail.com

Abstract: *This study aims to investigate the problem of learning loss in the realm of student skill competencies, especially in Islamic Religious Education subjects due to online learning during the recent pandemic. This study uses a case study method to explore a case related to learning loss in students at Muhammadiyah Jogokarian Elementary School. Data collection techniques were carried out by means of interviews, observations, and documentation to school residents. The results of this study indicate that student learning loss in the psychomotor aspect (skills) experienced by students at Muhammadiyah Jogokariyan Elementary School are that students are unable to understand learning in practice in Islamic Religious Education subjects in a complete, conceptual, and structured manner. Islamic Religious Education teachers also experience obstacles where Islamic Religious Education teachers are unable to understand optimally because they are limited to video media sent by students online, difficulties experienced by Islamic Religious Education students in practicing Islamic Religious Education materials in the form of ablution readings, prayer readings, memorizing letters.*

Keywords: *Learning loss, skill competencies, and distance learning*

Abstrak: Penelitian ini bertujuan untuk melakukan investigasi mengenai masalah *learning loss* pada ranah kompetensi ketrampilan siswa khususnya mata pelajaran Pendidikan Agama Islam akibat dari pembelajaran daring selama masa pandemi kemarin. Penelitian ini menggunakan metode studi kasus untuk menggali sebuah kasus yang berkaitan dengan *learning loss* pada siswa di SD Muhammadiyah Jogokarian. Teknik pengumpulan data dilakukan dengan cara wawancara, observasi, dan dokumentasi kepada warga sekolah. Hasil penelitian ini menunjukkan bahwa *learning loss* siswa pada aspek psikomotor (keterampilan) yang dialami oleh siswa di SD Muhammadiyah Jogokariyan adalah siswa tidak mampu untuk memahami pembelajaran secara praktik pada mata pelajaran Pendidikan Agama Islam secara utuh, terkonsep, terstruktur. Guru PAI juga mengalami kendala di mana guru PAI tidak mampu memahami

secara maksimal karena terbatasnya pada media video yang dikirimkan oleh siswa melalui daring, kesulitan yang dialami oleh siswa PAI pada praktek materi PAI berupa bacaan wudhu, bacaan shalat, hafalan surat.

Kata Kunci: Kehilangan belajar, kompetensi keterampilan, dan pembelajaran jarak jauh

Introduction

Learning loss is a problematic phenomenon in the world of education, that learning loss is the loss of knowledge and skills of students either in general or specifically in the academic field.¹ Meanwhile, the definition of learning loss according to experts expressed by Professor of the Islamic University of Indonesia (UII) Edy Suandi Hamid defines learning loss as the loss of academic ability of knowledge or skills by students.² In this research, we will focus more on learning loss in the aspect of skill competence (psychomotor).

As we all know that the psychomotor or skill domain is triggered by the non-optimal implementation of practical learning.³ Because online learning emphasizes mastery of theory, because of the situation and conditions.⁴ This is in line with research written by Siska Giyan Kurniasari and Muflikhul Khaq Nur Ngazizah which explains that distance learning has an influence on students becoming bored to learn, these bad habits make students unable to develop properly in the psychomotor aspect.. So that the skills possessed by students cannot be properly directed.⁵

¹ Jessica Jesslyn Cerelia, Aldi Anugerah Sitepu, and Toni Toharudin, "Learning Loss Akibat Pembelajaran Jarak Jauh Selama Pandemi Covid-19 Di Indonesia," in *E-Prosiding Seminar Nasional Statistika | Departemen Statistika FMIPA Universitas Padjadjaran*, vol. 10, 2021, 27.

² Indonesia Tim, Penulis, CNN, 'Mengenal Learning Loss, Kondisi Yang Ditakutkan Nadiem', Cnnindonesia.Com, 2021 <<https://www.cnnindonesia.com/gaya-hidup/20210922183800-284-698049/mengenal-learning-loss-kondisi-yang-ditakutkan-nadiem>> [accessed 18 November 2023].

³ Muhammad Hamsah and Nurchamidah Nurchamidah, "Pendidikan Islam Dalam Perspektif Neo-Modernisme (Studi Analisis Pemikiran Fazlur Rahman)," *Risâlah, Jurnal Pendidikan Dan Studi Islam* 5, no. 2, Sept (2019): 150-75.

⁴ Muhammad Hamsah, Nurchamidah Nurchamidah, and Rasimin Rasimin, "PEMIKIRAN PENDIDIKAN KH AHMAD DAHLAN DAN RELEVANSINYA DENGAN DUNIA PENDIDIKAN MODERN," *Risâlah, Jurnal Pendidikan Dan Studi Islam* 7, no. 2 (2021): 378-90.

⁵ Ali Miftakhu Rosyad, "Internalizing Democratic Educational Values in Learning Process," *International Journal of Science Education and Cultural Studies* 3, no. 1 (2024): 61-72.

The problem of psychomotor aspects also occurs in PAI subjects. The problem is in the form of understanding the skill aspects of PAI material experiencing obstacles during distance learning.⁶ The problem occurs in the form of students' level of understanding in the psychomotor domain, students only reach the stage of imitating videos given by the teacher or sent by the teacher. Interview results of PAI teachers in three Bojonegoro elementary schools stated that learning activities and assessment of student mastery in the psychomotor domain can be conveyed with the existence of learning videos but not maximally because teachers do not know in detail the skills of students only from videos.⁷

Related to the skills acquired by students during Distance Learning (PJJ), including; elementary school students twenty-nine percent, junior high school thirty-four percent, and high school thirteen percent.⁸ What gives attention is that the second rank is occupied by students who do not have skills, namely high school, even thirty percent of high school students complained that during PJJ learning students did not acquire any skills during PJJ. Therefore, high school students during PJJ learning are not productive⁹ and do not get new things while undergoing PJJ. Related to this, it indicates that learning loss is increasingly worrying. Because the learning process itself is not quality.

This learning loss is caused by 1) competence, teachers who are still low so that they make learning activities not run effectively and optimally, this causes boredom in learning and students become bored so that their motivation decreases.¹⁰ As well as the methods used by teachers during teaching that are not appropriate and do not match the competence of students, so they find it difficult to accept the subject matter. 2) the applied curriculum is considered too heavy and contains a lot of unnecessary

⁶ DINI HIMMATUL ULYA, "Problem Siswa Pada Penguasaan Materi Pendidikan Agama Islam Di Masa Pandemi," n.d.

⁷ Nurchamidah Nurchamidah et al., "PROFESIONALISME GURU DALAM PERSPEKTIF AL-QURAN TAFSIR SURAT ALI IMRAN AYAT 164," *Jurnal Progress: Wahana Kreativitas Dan Intepektualitas* 11, no. 2 (2023): 149–62.

⁸ Citra Resy Ismail et al., "Description of Physiological Changes and Feelings of Anxiety in 1st Trimester Pregnant Women at RSIA Sitti Khadijah 1 Muhammadiyah Makassar Branch," *Jurnal Biologi Tropis* 24, no. 1 (2024): 736–44.

⁹ Lesy Luzyawati, Ali Miftakhu Rosyad, and Lissa Lissa, "Students' Perception Concerning e-Learning Based on Moodle Platform: A Study of Learning Outcome," in *AIP Conference Proceedings*, vol. 2982 (AIP Publishing, 2024).

¹⁰ Arzi Shafaunnida et al., "Kiai Leadership Values at the Paciran Lamongan Muhammadiyah Modern Islamic Boarding School," *Al-Afkar, Journal For Islamic Studies* 7, no. 1 (2024): 723–33.

material for the development of science and technology, and does not prepare children to enter real life in the future, especially the era of globalization and the information age.¹¹ Then, students feel burdened by the many difficult school assignments. 3) symptoms of learning loss. Learning loss is characterized by boredom in learning, lack of enthusiasm and low motivation to learn in understanding the material and pursuing assignments.¹² This is due to the lack of motivation and focused guidance from teachers and parents.¹³

When teachers usually pay close attention to them in class, the level of eagerness to learn is more relatively maintained.¹⁴ But when the teacher is not around, this learning awareness usually decreases. Even at home, parents are preoccupied with other activities and cannot focus on their children. 4) in a more vulnerable family environment the difficulties experienced can be more complex where parents who are not literate in education will have difficulty providing learning assistance to their children, families who are in a situation of poverty cannot afford to provide facilities to their children in the form of gadgets or cities for their children's learning.¹⁵ The existence of these difficulties in the learning process will result in the emergence of learning loss caused by parental factors parents also have a big impact on the occurrence of learning loss.¹⁶ There are parents who have economic constraints sometimes also become a problem. Parents who experience economic constraints are forced to use their children to work to help parents' finances to meet family needs in the midst of the pandemic crisis, and some parents finally decide to marry off their daughters early in order to reduce the burden on parents.¹⁷

¹¹ Taufik Hidayat, Rahutomo Mahardiko, and Ali Miftakhu Rosyad, "The Analysis of Data Preparation to Validate Model Values of Information Technology," *Virtual Economics* 6, no. 2 (2023): 23–34.

¹² Niken Bestari, "Pandemi COVID-19 Membuat Banyak Siswa Alami Learning Loss," *bobo.grid.id*, 2022.

¹³ Sibylle Hurschler Lichtsteiner et al., "Effectiveness of Psychomotor Therapy among Children with Graphomotor Impairment with and without DCD-Diagnosis," *Children* 10, no. 6 (2023): 964.

¹⁴ Rasimin Rasimin et al., "Effectiveness of Multi-Matobe Integration in Social Studies Learning to Enhance Critical Thinking Skills," *Journal of Innovation in Educational and Cultural Research* 3, no. 4 (2022): 707–13.

¹⁵ Wiwin Andriani et al., "Learning Loss Dalam Pembelajaran Daring Di Masa Pandemi Corona," in *Prosiding Seminar Nasional Teknologi Pembelajaran Universitas Negeri Malang*, vol. 1, 2021, 485–501.

¹⁶ Rosyad, "Internalizing Democratic Educational Values in Learning Process."

¹⁷ Any Kurniawati et al., "Introduction of Fishi-Based PMT (Supplementary Feeding) Menu in an Effort to Socialize Gemarikan to the Management of

The educational institution where researchers conducted research at SD Muhammadiyah Jogokariyan is one of the Muhammadiyah charities engaged in education established on January 1, 1973 is located at 77A jogokariyan street, Mantrijeron, Mantrijeron sub-district, Yogyakarta city, Yogyakarta Special Region. SD Muhammadiyah Jogokariyan has the jargon "Mujonta Berkarakter". SD Muhammadiyah Jogokariyan holds five pillars of character education that will be realized by SD Muhammadiyah Jogokariyan among them are: Religious, Nationalist Value, Integrity Value, Independent Value, and Gotong Royong Value. In this research, we will explore the causes of learning loss in the psychomotor domain.

Method

This type of research includes case studies and field research. Case studies are an in-depth qualitative research approach regarding, groups, individuals, institutions, and so on within a certain period of time.¹⁸ The purpose of case studies is to try to find meaning, investigate processes, gain understanding and deep understanding starting from individuals, groups, or certain situations.

Case study research here means that the researcher is an effort to obtain information data directly by visiting directly the data collection technique is carried out by: 1) interviews with teachers, principals, and students related to the title theme, 2) observation is carried out by means of researchers plunging into Muhammadiyah Elementary School by observing various kinds of conditions in accordance with the research objectives, and 3) documentation is also carried out to record events and events that exist in the school environment. informants in this research include 80 students, 4 teachers, and principals. which is located at SD Muhammadiyah Jogokariyan.

Result and Discussion

Distance Learning Implementation Process

Based on the results of observation and documentation, it shows that online learning conducted during the Covid-19 pandemic at SD Muhammadiyah Jogokariyan that online learning requires a gradual adaptation process for PAI teachers, online learning is quite efficient but requires process and effort. From the results of the interview, the researcher also concluded that online learning does seem efficient but it also does not rule out the possibility that when an PAI teacher is unable to adapt properly

the Cucumber Posyandu Teluk Village, South Purwokerto," *Jurnal Pengabdian Magister Pendidikan IPA* 6, no. 4 (2023): 1449-52.

¹⁸ Sugiarto Eko, "Menyusun Proposal Penelitian Kualitatif Skripsi Dan Tesis," *Yogyakarta: Suaka Media*, 2015.

it will lead to inefficiency in learning.¹⁹ In contrast to the expression and explanation of Mr. Amin, it was also conveyed by the Islamic Religious Education Teacher Mrs. Windi Mega Lestari S.Pd at SD Muhammadiyah Jogokariyan who explained that:

*"That online learning carried out at SD Muhammadiyah Jogokariyan is less effective because children are stimulated by the media where the impact of the media itself is very large on early childhood at the elementary level, one example is that children can know examples of inappropriate videos to be seen through sites on social media platforms."*²⁰

From the results of these interviews, the researcher can conclude that online learning has an impact on students, namely students are not effective for learning because²¹ students are only pegged to the online media platform media alone from the media provides a negative deterrent for students.²²

Distance Learning (PJI) is learning that is done online where students and teachers do not meet face to face directly but this learning is done online using the internet network²³, this online learning uses online learning platforms and other media to deliver PAI subject matter and interact between PAI teachers and PAI students at Muhammadiyah Jogokariyan Elementary School. Online learning also provides the benefits of easier access to learning, can learn independently, can be close to parents.²⁴ But distance learning or online learning raises polemics or problems related to the world of education, especially at Muhammadiyah Jogokariyan Elementary School, the problems experienced by teachers and students at Muhammadiyah Jogokariyan Elementary School are Learning

¹⁹ Wawancara dengan Guru PAI Bapak Amin Ja'far Shodiq S.Ag di SD Muhammadiyah Jogokariyan. Pada tanggal 12 Desember 2023.

²⁰ Wawancara dengan Guru PAI Ibu Windi Mega Lestari S.Pd di SD Muhammadiyah Jogokariyan. Pada Tanggal 12 Januari 2024.

²¹ Ali Miftakhu Rosyad, Jajat Sudrajat, and Siow Heng Loke, "Role of Social Studies Teacher to Inculcate Student Character Values," *International Journal of Science Education and Cultural Studies* 1, no. 1 (2022): 1-15.

²² M Hamsah et al., "Case Report: The Effect of Ajwa Date Consumption on Total Cholesterol Levels in Perimenopausal Women," *Journal La Medihealtico* 5, no. 3 (2024): 586-89.

²³ Taufik Hidayat, Rahutomo Mahardiko, and Ali Miftakhu Rosyad, "A Model Statistical during Covid-19 Future E-Commerce Revenue for Indonesia Aviation," *International Journal of Information Engineering and Electronic Business* 14, no. 1 (2023): 51.

²⁴ Wawancara dengan Guru PAI Bapak Amin Ja'far Shodiq S.Ag di SD Muhammadiyah Jogokariyan. Pada tanggal 12 Desember 2023.

Loss itself is a term that refers to the loss of students' ability to understand mastery of skills and abilities in the academic process.²⁵

With distance learning that is not designed or designed optimally and efficiently and effectively, it will cause various problems. Which was conveyed or expressed by Mr. Amin Ja'far Shodig S.Ag as the PAI Teacher of SD Muhammadiyah Jogokariyan.

This was also expressed by Mr. Wahyu Budi Saputra S.Pd as Waka Kurikulum of SD Muhammadiyah Jogokariyan, he emphasized that:

"Distance learning carried out at the elementary school level is very ineffective, because at the elementary school level children are inclined towards character cultivation, but at the higher education level it can be said to be effective".²⁶

From the results of these interviews, researchers can conclude that distance learning makes students less optimal for learning because students cannot be monitored directly on the character of their students directly.

The explanation or expression by the Deputy Curriculum of SD Muhammadiyah Jogokariyan Mr. Wahyu Budi Saputra S.Pd also reveals the various problems experienced by PAI students at SD Muhammadiyah jogokariyan is that learning conducted online causes various problems that are seen as follows:²⁷

1. In terms of the effectiveness of learning hours that do not seem effective, this is experienced by students who tend to decrease, during online learning hours;
2. Parents must accompany children when studying but parents are not necessarily at home there are parents who work or can be said to be busy at work so that it will make children not maximize their learning who are not accompanied by their parents;
3. That this online learning also results in not maximizing Islamic Religious Education learning because Islamic Religious Education not only presents theories but also focuses on practical subjects. For example, learning in practice cannot be assessed as a whole because we ask children to study videos, make videos but we cannot see children demonstrate movements perfectly or in detail where children do not understand perfectly in practical lessons such as prayer movements, ablution movements or other practices we cannot see in detail because it

²⁵ Wawancara dengan Guru PAI Ibu Windi Mega Lestari S.Pd di SD Muhammadiyah Jogokariyan. Pada Tanggal 12 Januari 2024.

²⁶ Wawancara dengan Wakakurikulum SD Muhammadiyah Jogokariyan Bapak Wahyu Budi Saputra S.Pd. Pada Tanggal 17 Januari 2024.

²⁷ Wawancara dengan Wakakurikulum SD Muhammadiyah Jogokariyan Bapak Wahyu Budi Saputra S.Pd. Pada Tanggal 17 Januari 2024.

is just a video, where videos cannot be taken from various sides. This can be illustrated in the practical learning of prayers that are carried out online.²⁸ Prayer movements must be done properly, but students have not done perfectly, for example in the prayer movement the heels must be tight, this cannot be seen properly in online learning.

Analysis of Difficulties in Online Learning and Learning Loss in Psikomotor Aspects

Based on the results of interviews obtained by researchers with Mr. Wahyudi Budi Saputra S.Pd, the researcher concluded that there are several important things which are on several matters: 1) Online learning makes students' learning hours decrease, it seems not optimal, 2) Parents who are lacking in accompanying children when studying online, 3) not optimal in practical learning, especially pai subjects, children have difficulty understanding in depth.²⁹

The expression is in accordance or in line with the problems experienced by Mrs. Windi Mega Lestari S.Pd as an Islamic Religious Education teacher at SD Muhammadiyah Jogokariyan who said:

*"The difficulty in carrying out the practice that I have experienced is that when children are asked to practice prayer or practice ablution, children tend to do or carry out unstructured or unconceptualized properly due to the lack of teacher monitoring of students, they feel free, there is no teacher watching them or monitoring them directly, the important thing is to practice without being based on correct understanding."*³⁰

From the results of these interviews, the researcher concluded that students experience problems in the inability to learn practically, where students are not optimal in practicing pai through an online system, where the online system is without supervision from the teacher directly.³¹

The same thing was also experienced by Mr. Amin Ja'far Shodiq, S.Ag as an Islamic Religious Education teacher at SD Muhammadiyah Jogokariyan who said:

²⁸ Mulya Budiman, M Hamsah, and Wirijanto Wirijanto, "Studi Literatur Hubungan Status Sosial-Ekonomi Ibu Hamil Dengan Angka Kejadian Preeklampsia/Eklampsia," *Syntax Literate; Jurnal Ilmiah Indonesia* 9, no. 5 (2024): 3394-3403.

²⁹ Ismail et al., "Description of Physiological Changes and Feelings of Anxiety in 1st Trimester Pregnant Women at RSIA Sitti Khadijah 1 Muhammadiyah Makassar Branch."

³⁰ Wawancara dengan Guru PAI Ibu Windi Mega Lestari S.Pd di SD Muhammadiyah Jogokariyan. Pada Tanggal 12 Januari 2024.

³¹ Nurul Azizah et al., "The Influence of Gadgets on Menstruation of Medical Student in Indonesia," *Journal of Aafiyah Health Research (JAHR)* 4, no. 2 (2023): 78-83.

*"The difficulties encountered are practical learning, for example in the material of ablution and prayer, in the material children are usually told to practice correctly, for example with the correct prayer movements or vice versa with the practice of ablution must be done correctly, it is done by children practicing directly with the teacher at school, but in the package students experience problems after distance learning or online."*³²

From the results of these interviews, the researchers concluded that the difficulties experienced by students when learning practically on Islamic religious education material in the form of ablutions, prayers that are carried out online make students seem not to understand thoroughly.

The statements or expressions did not stop there, there were other things that were conveyed as follows:

*"When learning indirectly through distance, children are told to collect videos of tasks ordered by the teacher, but the feedback carried out by the teacher cannot be fully understood by the children, and also because of the understanding of parents who are different from a teacher, this is what makes it difficult for students to carry out practical learning activities".*³³

*"In this case, for example, when practicing ablution, ablution material, children must be able to practice correctly and sequentially, but when remotely children experience obstacles, for example, children are told to wash their faces, many children are still mistaken or do not understand, and also help from parents when providing pictures or illustrations have difficulty also not understanding, also because a teacher cannot provide direct practice to children like when at school.". Also due to the limitations of the media, also a teacher is only limited to observing, when giving does not provide feedback to the child cannot be fully understood because it is not directly accompanied by the teacher".*³⁴

From the results of interviews obtained or obtained from teacher informants at SD Muhammadiyah Jogokariyan, researchers concluded that:

1. Distance learning carried out online provides a problem, where the problem is in the form of ineffective and efficient learning carried out remotely due to the limited learning media used by PAI teachers, uncontrolled students while studying at home, less time when doing

³² Wawancara dengan Guru PAI Bapak Amin Ja'far Shodiq S.Ag di SD Muhammadiyah Jogokariyan. Pada tanggal 12 Desember 2023.

³³ Wawancara dengan Guru PAI Bapak Amin Ja'far Shodiq S.Ag di SD Muhammadiyah Jogokariyan. Pada tanggal 12 Desember 2023.

³⁴ Wawancara dengan Guru PAI Bapak Amin Ja'far Shodiq S.Ag di SD Muhammadiyah Jogokariyan. Pada tanggal 12 Desember 2023.

online learning. Therefore, learning remotely is very less masculine and optimal.

2. The problems experienced by Islamic Education students at Muhammadiyah Jogokariyan Elementary School are the inability and inadequacy of students in the process of learning activities carried out practically, this practical learning which is carried out online or post online provides difficulties for students where; 1) Students experience difficulties in the practice of Islamic religious education material, for example students have difficulty practicing ablutions, prayer practices, students are less able to carry out online learning practices, because students are unable to practice in a measured, directed, conceptualized manner, so it seems that online learning is not optimal. This can trigger the occurrence of learning loss in the skills aspect (psychomotor)³⁵.
3. During the learning process carried out through this distance, it provides difficulties for Islamic religious education teachers at Muhammadiyah Jogokariyan Elementary School, the difficulties experienced by Islamic religious education teachers include several things; 1) Islamic religious education teachers are not able to provide direct supervision to their students, where students carry out learning process activities through online, so that PAI teachers at Muhammadiyah Jogokariyan Elementary School are not maximized in supervising the learning process carried out practically on Islamic religious education materials such as prayer practices, ablution practices etc.
4. Islamic religious education teachers at SD Muhammadiyah Jogokariyan have difficulty in providing assessments because students only send learning practices through videos, without being based on a correct, well-organized and conceptualized understanding, so that students do not seem to understand absolutely the Islamic religious education material that is done by practicing through online. This is triggered by PAI students' lack of understanding and difficulty in understanding the practical material provided by PAI teachers through online. Distance learning is also experienced and felt by students of SD Muhammadiyah Jogokariyan, it is expressed by Adik Usna class V (5) which is expressed as follows:

"Learning or learning that is done through this online which is done through distance provides a problem for me, namely that I cannot focus on learning PAI due to or due to a lack of concentration on learning through online. Another problem that I get is also due to

³⁵ Nurul Hidayah et al., "Persepsi Mahasiswa Terhadap Clinical Skills Lab Di Fakultas Kedokteran Universitas Muslim Indonesia Angkatan 2017," *Indonesian Journal of Health* 3, no. 2 (2023): 86-93.

the internet being less stable when learning or having problems with the network, which is done online.”³⁶

The results of the interviews obtained by the researchers concluded that the problem when learning remotely is that it is difficult to focus on learning, constrained by the internet so that online learning seems less effective.³⁷

“There are also other things that I experience when learning online is that I have difficulty learning practically in Islamic religious education subjects, the difficulties experienced by me have difficulties or problems in reading the practice of ablution which is done online, it is less able to practice reading ablution prayers online, because it is also difficult to memorize when online. In this learning practice where this practice is carried out or ordered by PAI teachers at Muhammadiyah Jogokariyan Elementary School online”.³⁸

Based on the results of interviews obtained by researchers, the difficulty of doing practical learning in pai subjects is due to a lack of understanding through online, making it difficult to practice.³⁹

In contrast to Usna's Class V (5) brother, Ahmad's Class V (5) brother actually gave a different opinion on distance learning, this was spoken as follows:

“That learning through distance learning is actually fun for me because the learning carried out through this distance Islamic religious education teachers teach in a good and cool way so that it makes me happy to learn. But there are obstacles that I find when learning online which is done remotely I experience internet constraints, where this internet constraint is in the form of a network that is less than optimal while studying, this makes me constrained during the online learning process”.⁴⁰

The results of the interviews obtained by the researcher concluded that online learning experienced problems with the internet network, from

³⁶ Wawancara dengan Adik Usna kelas V (5) di SD Muhammadiyah Jogokariyan pada tanggal 31 Januari 2024.

³⁷ R Rasimin et al., “Contextual Teaching Learning Strategies Through The Anime Movie" Bhineka Tunggal Ika" For Enhancing Student Learning Motives,” *Golden Ratio of Social Science and Education* 2, no. 1 (2022): 47-56.

³⁸ Wawancara dengan Adik Usna kelas V (5) di SD Muhammadiyah Jogokariyan pada tanggal 31 Januari 2024.

³⁹ M Fachdir Saputra et al., “The Values of Islamic Education Philosophy" Adat Besandi Syarak, Syarak Besandi Kitabullah" in Kampung Sakti Rantau Batuah,” *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama* 15, no. 1 (2023): 559-72.

⁴⁰ Wawancara dengan Adik Ahmad Kelas 5 (V) di SD Muhammadiyah Jogokariyan pada tanggal 31 Januari 2024.

these internet constraints making failures in the learning process that students went through online.

"Besides that, there are other obstacles that I experience when learning is carried out or organized through distance is that I experience obstacles in the difficulty of practicing learning Islamic religious education, namely when doing ablution practice lessons ordered by the Islamic religious education teacher at SD Muhammadiyah Jogokariyan, my difficulties that I experience are difficult to practice reading the ablution prayer when online this is due to the difficulty in receiving material online".⁴¹

Based on the results of interviews obtained by researchers, the difficulty experienced is that distance learning has an impact on not optimizing practical learning in pai subjects indirectly.

There is also another opinion regarding distance learning experienced and felt by Muhammadiyah Jogokariyan Elementary School students, which was expressed by Adik Faqih grade 6 (VI), among others, as follows:

"In my opinion, learning through distance learning is not very good because or because of not being able to meet with peers directly. There are also other things that I experience when learning through online is when learning online through zoom the obstacles experienced in the form of very limited time, as well as constraints on the network that often breaks down when learning activities are carried out. Another problem I experienced was that I had difficulty in doing practical learning in pai subjects in the form of prayer recitation practices carried out online. When online, it gives me difficulty to practice the recitation of prayers ordered by the Islamic religious education teacher at SD Muhammadiyah Jogokariyan. Whereas if directly and not through online I will be easier in memorizing with friends".⁴²

The results of the interviews obtained by the researchers provide conclusions through a system that is carried out indirectly and cannot meet with friends to create a sense of boredom for students, limited learning hours, internet constraints make students less able to comprehensively explore Islamic religious education subject matter. In the dimension of learning that is carried out directly in practice.

Another opinion was also conveyed or expressed by Adik Musa grade 6 (VI) as follows:

⁴¹ Wawancara dengan Adik Ahmad Kelas 5 (V) di SD Muhammadiyah Jogokariyan pada tanggal 31 Januari 2024.

⁴² Wawancara dengan Adik Faqih kelas 6 (VI) di SD Muhammadiyah Jogokariyan pada tanggal 1 Februari 2024.

*"Learning that is carried out or carried out remotely is good because you don't need to go to school, but distance learning is also bad for me because learning remotely cannot focus more on learning because you can do various other activities such as playing, cellphone toys. As for the problems I experienced, I had problems with the network being disconnected, and when studying online the time was very limited using zoom. There is also something else that is a problem for me, I have difficulty when online doing the practice of pai lessons in the form of memorizing letters when online."*⁴³

The results of the interviews obtained by the researcher concluded that this online system makes students often unfocused because they can do various activities at home and what makes students feel confused is that students are often unable to directly provide practice through this online system.

There is also another opinion regarding distance learning that is experienced and felt by Muhammadiyah Jogokariyan Elementary School students, this is expressed by Adik Reha grade 4 (IV) as follows:

*"Learning online causes or makes me more confused which is done through online, I become confused in pai subjects coupled with boredom not being able to meet with friends, and with teachers too, learning online makes me feel sleepy when studying. Another problem that I experienced when learning online was in the form of pai subject practice, the problem I encountered when I had difficulty practicing prayer recitations done online which was instructed by the pai teacher through google classroom via video, but I had difficulty with this and because there was also no teacher to explain directly"*⁴⁴

The results of the interviews obtained by the researchers concluded that the online system made its own difficulties for students so that the resulting lessons decreased drastically both in terms of understanding and application. In the subfield of Islamic religious education.

This is also similar to that experienced by Adik Juna class 4 (IV) explaining or expressing among others as follows:

"Indirectly learning remotely makes me less clear in receiving lessons, especially pai, and learning through online indirectly takes only a short time, also when I want to meet with the pai teacher it is difficult too. Another thing that I experienced when I had difficulty in practicing online pai subjects, I had difficulty when practicing

⁴³ Wawancara dengan Adik Musa kelas 6 (VI) di SD Muhammadiyah Jogokariyan pada tanggal 16 Februari 2024.

⁴⁴ Wawancara dengan Adik Reha kelas 4 (IV) di SD Muhammadiyah Jogokariyan pada tanggal 16 Februari 2024.

prayers, because I was still confused that the online pai teacher had not explained directly and also the pai teacher had difficulty when explaining online, whereas if through direct or offline pa teachers can explain pai practice material directly in front of the class so that I feel able and understand".⁴⁵ The results of the interviews obtained by the researchers provide conclusions. Students experience difficulties, boredom, time constraints, not being able to meet with the teacher. This will trigger its own problems in learning outcomes, not maximally".

From the results of interviews obtained or obtained from informants of Muhammadiyah Jogokariyan Elementary School students, researchers concluded that::

1. That learning conducted online and organized through distance has an impact on students of SD Muhammadiyah Jogokariyan, the impact given is that students are constrained by the internet network, lack of concentration when learning, difficulty digesting material, very limited time when zooming, boredom, and so on. So that it makes it difficult for students to practice or understand practical material, especially PAI in the form of practicing ablution readings, practicing prayer readings, memorizing letters, which are carried out online, this makes students not optimal or optimal in carrying out learning activities through online.
2. From these things, it cannot be denied that students at SD Muhammadiyah Jogokariyan experience obstacles in the aspect of psychomotor abilities (skills) where students experience difficulties in online learning conducted through distance. This learning that is not maximized or optimal triggers the cause of learning loosening in students in the skills aspect.

The activities of students at SD Muhammadiyah Jogokariyan during online learning are conducted through distance learning. During online learning at SD Muhammadiyah Jogokariyan using various applications such as Google Clasromm (GCR), Zoom, Whatsapp. During Online Implementation at SD Muhammadiyah Jogokariyan school includes various activities carried out by students both academically, monitoring daily activities, as well as online tahfidz for monitoring children's reading of the Al Quran things that are done by students can be seen with the following picture:

⁴⁵ Wawancara dengan Adik Juna kelas 4 (IV) di SD Muhammadiyah Jogokariyan pada tanggal 16 Februari 2024.



Figure 1. Activity of Muhammadiyah Jogokariyan Elementary School
Student activities and Learning through Google Classroom⁴⁶

In the picture, it is clear that students at SD Muhammadiyah Jogokariyan conduct the learning process online, through the learning media used in the form of google classrom that has been provided by the teacher, as well as collecting assignments also through google classrom, the assessment is also carried out through the media. In google classrom media, creative and innovative learning is provided. This kind of learning was carried out during the Covid-19 pandemic which had an impact on all aspects of life including education. Educational activities are different from normal circumstances. School learning activities were eliminated and replaced with online learning, including at SD Muhammadiyah Jogokariyan (Mujonta) which began on March 16, 2020. This online learning is for grades.⁴⁷

Discussion

In accordance with the issuance of Circular Letter of the Minister of Education and Culture Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period of the Spread of Covid-19, since March 2020 the learning process of students who were originally actively face-to-face at school was eliminated and replaced by Distance Learning (PJJ) or learning with online or E-learning methods.⁴⁸ Learning using an online system or E-learning is a learning process that in its implementation uses electronic technology as a communication tool. With online learning, of

⁴⁶ Dokumentasi Pembelajaran Daring di SD Muhammadiyah Jogokariyan pada tahun 2021.

⁴⁷ Observasi melalui Website SD Muhammadiyah Jogokariyan pada pembelajaran daring pada tanggal 19 Februari 2024.

⁴⁸ Fitri Budi Suryani and Rismiyanto Rismiyanto, "The Effect of Microteaching Lesson Study on the Beliefs of EFL Student Teachers," *EduLite: Journal of English Education, Literature and Culture* 6, no. 1 (2021): 1, <https://doi.org/10.30659/e.6.1.1-9>.

course, learning delivered by teachers is not as effective as usual.⁴⁹ The existence of Distance Learning (PJJ) with online learning media or E-learning carried out by schools is an effort by the government to prevent the corona virus that has spread in various regions in Indonesia, in addition to keeping learning uninterrupted despite the ongoing outbreak.⁵⁰

Another impact of the covid-19 pandemic is the occurrence of learning loss in the cognitive sector of students. Where this learning loss is a threat to the quality of education and is a phenomenon that occurs in the international education world as a result of this outbreak. As a result, there is a shift from a face-to-face learning approach to online learning that impacts the cognitive aspects of students.⁵¹

A study conducted by the Azim Premji Foundation in February 2021 found that across all grade levels, an average of 80% of students have lost the level of math proficiency and ability they had in the previous school year. This happened in grade 2 with 67% of students losing math skills, 76% of students in grade 3, 85% of students in grade 4, 89% of students in grade 5, and 89% of students in grade 6.

Conclusion

Students' learning loosening in the psychomotor aspect (skills) experienced by students at SD Muhammadiyah Jogokariyan is that students are unable to understand practical learning in Islamic Religious Education (PAI) subjects in a complete, conceptualized, structured manner. PAI teachers also experience obstacles where PAI teachers are not able to understand optimally due to the limited video media sent by students online, the difficulties experienced by PAI students in the practice of PAI material in the form of ablution recitation, prayer recitation, memorization of letters, prayer practice caused by students feeling confused when PAI teachers explain online in practical lessons, and learning by practically cannot meet directly with PAI teachers, this triggers its own difficulties for students. While students' learning loss that occurs at SD Muhammadiyah

⁴⁹ Balqista Yolanda Azizah, Iwan Hermawan, and Nur Aini Farida, "Penggunaan Aplikasi Quizizz Paper Mode Dalam Peningkatan Motivasi Belajar Mata Pelajaran Pendidikan Agama Islam Kelas VII SMP Islam Tarbiyyatul Falah Karawang," *SALIHA: Jurnal Pendidikan & Agama Islam* 6, no. 2 (2023): 281-300.

⁵⁰ Unik Hanifah Salsabila et al., "Optimalisasi Media Youtube Sebagai Media Pembelajaran Daring," *SALIHA: Jurnal Pendidikan & Agama Islam* 5, no. 1 (2022): 92-114.

⁵¹ Ali Miftakhu Rosyad, "Urgensi Inovasi Pembelajaran Islam Dalam PAI," *Al-Afkar, Journal for Islamic Studies* 2, no. 1 (2019): 64-86, <https://doi.org/10.5281/zenodo.3553865>.

Jogokariyan in the cognitive aspect (knowledge) is that students experience problems in students' understanding of Islamic Religious Education (PAI) material that is not optimal or optimal due to several factors: The first is the internet which makes students not optimal in digesting, understanding, analyzing when the learning process is carried out by the pai teacher through online, the second factor caused by student boredom in learning also affects students, students experience boredom learning online through zoom so that it makes it difficult for students to receive material, the third factor is that pai teachers are limited to the use of learning media and methods passively resulting in not optimal learning, the fourth factor is that students do not focus on learning online due to the unfavorable learning atmosphere, and the time of learning hours is very limited online through virtual zoom which is limited by time.⁵²

⁵² Fajri M Kasim dan Abidin Nurdin, "Study of Sociological Law on Conflict Resolution Through Adat in Aceh Community According to Islamic Law," *Samarah: Jurnal Hukum Keluarga dan Hukum Islam* 4, no. 2 (2020), p. 375-97.

Bibliography

- Andriani, Wiwin, M Subandowo, Hari Karyono, and Wawan Gunawan. "Learning Loss Dalam Pembelajaran Daring Di Masa Pandemi Corona." In *Prosiding Seminar Nasional Teknologi Pembelajaran Universitas Negeri Malang*, 1:485-501, 2021.
- Azizah, Balqista Yolanda, Iwan Hermawan, and Nur Aini Farida. "Penggunaan Aplikasi Quizizz Paper Mode Dalam Peningkatan Motivasi Belajar Mata Pelajaran Pendidikan Agama Islam Kelas VII SMP Islam Tarbiyyatul Falah Karawang." *SALIHA: Jurnal Pendidikan & Agama Islam* 6, no. 2 (2023): 281-300.
- Azizah, Nurul, Muhammad Hamsah, Zulfikri Khalil Novriansyah, and Arni Isnaini Arfah. "The Influence of Gadgets on Menstruation of Medical Student in Indonesia." *Journal of Aafiyah Health Research (JAHR)* 4, no. 2 (2023): 78-83.
- Bestari, Niken. "Pandemi COVID-19 Membuat Banyak Siswa Alami Learning Loss." *bobo.grid.id*, 2022.
- Budiman, Mulya, M Hamsah, and Wirijanto Wirijanto. "Studi Literatur Hubungan Status Sosial-Ekonomi Ibu Hamil Dengan Angka Kejadian Preeklampsia/Eklampsia." *Syntax Literate; Jurnal Ilmiah Indonesia* 9, no. 5 (2024): 3394-3403.
- Cerelia, Jessica Jesslyn, Aldi Anugerah Sitepu, and Toni Toharudin. "Learning Loss Akibat Pembelajaran Jarak Jauh Selama Pandemi Covid-19 Di Indonesia." In *E-Prosiding Seminar Nasional Statistika | Departemen Statistika FMIPA Universitas Padjadjaran*, 10:27, 2021.
- Eko, Sugiarto. "Menyusun Proposal Penelitian Kualitatif Skripsi Dan Tesis." *Yogyakarta: Suaka Media*, 2015.
- Hamsah, M, Abadi Aman, Nasrudin Andi Mappaware, Masita Fujiko, Ida Royani, and Andi Cita Nadya Fortuna. "Case Report: The Effect of Ajwa Date Consumption on Total Cholesterol Levels in Perimenopausal Women." *Journal La Medihealtico* 5, no. 3 (2024): 586-89.
- Hamsah, Muhammad, and Nurchamidah Nurchamidah. "Pendidikan Islam Dalam Perspektif Neo-Modernisme (Studi Analisis Pemikiran Fazlur Rahman)." *Risâlah, Jurnal Pendidikan Dan Studi Islam* 5, no. 2, Sept (2019): 150-75.
- Hamsah, Muhammad, Nurchamidah Nurchamidah, and Rasimin Rasimin. "PEMIKIRAN PENDIDIKAN KH AHMAD DAHLAN DAN RELEVANSINYA DENGAN DUNIA PENDIDIKAN MODERN." *Risâlah, Jurnal Pendidikan Dan Studi Islam* 7, no. 2 (2021): 378-90.
- Hidayah, Nurul, Zulfiyah Surdam, Nevi Sulvita Karsa, Nurfachanti Fattah, Arni Isnaini Arfah, and M Hamsah. "Persepsi Mahasiswa Terhadap Clinical Skills Lab Di Fakultas Kedokteran Universitas Muslim

- Indonesia Angkatan 2017." *Indonesian Journal of Health* 3, no. 2 (2023): 86–93.
- Hidayat, Taufik, Rahutomo Mahardiko, and Ali Miftakhu Rosyad. "A Model Statistical during Covid-19 Future E-Commerce Revenue for Indonesia Aviation." *International Journal of Information Engineering and Electronic Business* 14, no. 1 (2023): 51.
- — —. "The Analysis of Data Preparation to Validate Model Values of Information Technology." *Virtual Economics* 6, no. 2 (2023): 23–34.
- Hurschler Lichtsteiner, Sibylle, Melanie Nideröst, Carlo Di Brina, Christian Marquardt, Stefanie Wyss, Alois Buholzer, and Werner Wicki. "Effectiveness of Psychomotor Therapy among Children with Graphomotor Impairment with and without DCD-Diagnosis." *Children* 10, no. 6 (2023): 964.
- Ismail, Citra Resy, Arni Isnaini Arfah, Nur Fadhillah Khalid, and M Hamsah. "Description of Physiological Changes and Feelings of Anxiety in 1st Trimester Pregnant Women at RSIA Sitti Khadijah 1 Muhammadiyah Makassar Branch." *Jurnal Biologi Tropis* 24, no. 1 (2024): 736–44.
- Kurniawati, Any, Mahardhika Nur Permatasari, Nuning Vita Hidayati, and Ahmad Naufal Attaqi. "Introduction of Fishi-Based PMT (Supplementary Feeding) Menu in an Effort to Socialize Gemarikan to the Management of the Cucumber Posyandu Teluk Village, South Purwokerto." *Jurnal Pengabdian Magister Pendidikan IPA* 6, no. 4 (2023): 1449–52.
- Luzyawati, Lesy, Ali Miftakhu Rosyad, and Lissa Lissa. "Students' Perception Concerning e-Learning Based on Moodle Platform: A Study of Learning Outcome." In *AIP Conference Proceedings*, Vol. 2982. AIP Publishing, 2024.
- Nurchamidah, Nurchamidah, Nurul Azizah, Baso Syafaruddin, Muhammad Hamsah, and Ali Miftakhu Rosyad. "PROFESIONALISME GURU DALAM PERSPEKTIF AL-QURAN TAFSIR SURAT ALI IMRAN AYAT 164." *Jurnal Progress: Wahana Kreativitas Dan Intelegitualitas* 11, no. 2 (2023): 149–62.
- Rasimin, R, Muhammad Luthfi, N Nurchamidah, and Baso Syafaruddin. "Contextual Teaching Learning Strategies Through The Anime Movie" Bhineka Tunggal Ika" For Enhancing Student Learning Motives." *Golden Ratio of Social Science and Education* 2, no. 1 (2022): 47–56.
- Rasimin, Rasimin, Muh Zuhri, Muhammad Hamsah, Nurchamidah Nurchamidah, and Ali Miftakhu Rosyad. "Effectiveness of Multi-Matobe Integration in Social Studies Learning to Enhance Critical Thinking Skills." *Journal of Innovation in Educational and Cultural Research* 3, no. 4 (2022): 707–13.

- Rosyad, Ali Miftakhu. "Internalizing Democratic Educational Values in Learning Process." *International Journal of Science Education and Cultural Studies* 3, no. 1 (2024): 61–72.
- — —. "Urgensi Inovasi Pembelajaran Islam Dalam PAI." *Al-Afkar, Journal for Islamic Studies* 2, no. 1 (2019): 64–86. <https://doi.org/10.5281/zenodo.3553865>.
- Rosyad, Ali Miftakhu, Jajat Sudrajat, and Siow Heng Loke. "Role of Social Studies Teacher to Inculcate Student Character Values." *International Journal of Science Education and Cultural Studies* 1, no. 1 (2022): 1–15.
- Salsabila, Unik Hanifah, Nanik Rahmanti, Istiani Nur Kasanah, and Dian Sidik Kurniawan. "Optimalisasi Media Youtube Sebagai Media Pembelajaran Daring." *SALIHA: Jurnal Pendidikan & Agama Islam* 5, no. 1 (2022): 92–114.
- Saputra, M Fachdir, Sangkot Sirait, Karwadi Karwadi, Nurchamidah Nurchamidah, and Muhammad Hamsah. "The Values of Islamic Education Philosophy" Adat Besandi Syarak, Syarak Besandi Kitabullah" in Kampung Sakti Rantau Batuah." *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama* 15, no. 1 (2023): 559–72.
- Shafaunnida, Arzi, Amir Bandar Abdul Majid, Baso Syafaruddin, and Muhammad Hamsah. "Kiai Leadership Values at the Paciran Lamongan Muhammadiyah Modern Islamic Boarding School." *Al-Afkar, Journal For Islamic Studies* 7, no. 1 (2024): 723–33.
- Suryani, Fitri Budi, and Rismiyanto Rismiyanto. "The Effect of Microteaching Lesson Study on the Beliefs of EFL Student Teachers." *EduLite: Journal of English Education, Literature and Culture* 6, no. 1 (2021): 1. <https://doi.org/10.30659/e.6.1.1-9>.
- Tim, Penulis, CNN, indonesia. "Mengenal Learning Loss, Kondisi Yang Ditakutkan Nadiem." cnnindonesia.com, 2021.
- ULYA, DINI HIMMATUL. "Problem Siswa Pada Penguasaan Materi Pendidikan Agama Islam Di Masa Pandemi," n.d.