

ASSESSMENT OF LEARNING LOSS IN ELEMENTARY SCHOOLS IN INDONESIA AND MALAYSIA

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ABSTRACT

One of the impacts of the pandemic has been changes to the education system, particularly in Indonesia and Malaysia. The implementation of social distancing during the Covid-19 pandemic has hindered the implementation of educational activities in response to the COVID-19 pandemic, repeated school closures and movement restrictions have since disrupted formal lessons, with students and teachers forced to adapt to new learning modalities such as online learning, which increases learning loss in the country. This study aims to: 1) determine the instrument construct, 2) instrument quality, 3) level, 4) dominant aspects in measuring learning loss in Primary Schools in Indonesia and Malaysia.

This study is a survey research that begins with the development of the instrument. Construct validation of the instrument with Confirmatory Factor Analysis. Instrument with a 4-category scale. The research was conducted in 15 primary schools in Yogyakarta Province and 2 primary schools in Selangor, Malaysia.

The results showed: 1) the measurement instrument construct with CFA obtained three items that were canceled because they had a loading factor below 0.3; 2) The quality of the instrument shows that the Quality of Learning aspect has a good reliability estimate because all reliability measures exceed 0.7, while the validity is not good because the AVE value of 0.473 is less than 0.5. Support and Inhibitor obtained reliability estimates and validity is not good because all reliability is less than 0.7 and the AVE value of 0.344 is less than 0.5. Furthermore, Learning Process has good reliability because the reliability measure exceeds 0.7, while the validity is not good because the AVE value of 0.396 is less than 0.5. Economic Factor obtained the reliability estimation is not good because all the reliabilities are less than 0.7 and the validity is good because the AVE value of 0.545 is more than 0.5.; 3) Levels in measuring learning loss obtained 71% learning quality, supporting or inhibiting factors of 70%, learning process of 64%, and economic factors of 65%.; and 4) The dominant aspect of measuring learning loss is in the aspect of learning quality with a fairly high score of 71%.

Kata Kunci: *Measurement, Learning Loss, and Elementary School*