

**LEARNING LOSS IN THE TEACHING OF ENGLISH SUBJECT AT A
VOCATIONAL SCHOOL IN TANJUNG JABUNG BARAT: TEACHERS'
PERCEPTION**

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Abstract

Covid-19 Pandemic has caused unexpected shift in teaching and learning at schools around the world. Teaching and learning process has mostly switched to distance learning and causes problems for all parties involved, including students and their parents, teachers, as well as school management. While research has been carried out to observe the implementation of distance learning and its challenges and problems, only few studies have been focused on investigating possible phenomenon called 'learning loss'. Learning loss is generally defined as a lack of students' interest in the learning process because there is only little to zero direct interaction process during their learning. This research is designed to investigate possible occurrence of learning loss in a vocational school in Tanjung Jabung Barat. The research was carried out qualitatively. Data were collected through in-depth interview with participants that consist of two English teachers in the school. Questions addressed in the interview were focused on investigating the shift in the teachers' teaching process and students' learning activities, including the signs of decrease of loss of interest in learning and the impact on the learning achievement. Teachers' understanding of students' situation and their efforts to mitigate the situation will also be investigated. Data collected from interview was analyzed by using theories relevant to the issues.

Keywords: Pandemic, English Teaching, Teachers Perception, Learning Loss

INTRODUCTION

Millions of students, including in Indonesia, have been affected by the temporary shutdown of educational institutions in an effort to contain the spread of the COVID-19 pandemic globally. Disruptions in the direct learning process between students and teachers, as well as the cancellation of learning evaluations, have an effect on students both mentally and emotionally and also hamper the achievement of target competences and skills..

In this situation Indonesia has implemented plans and preparations to anticipate long-term damage of the Covid pandemic on the quality of education (Rizqon, 2020). Various policies have been implemented so that education in Indonesia continues and students have the right to gain knowledge. One of the solutions offered by the Ministry of Education and Culture in Indonesia is distance learning. this situation Indonesia, many students do not have appropriate technological devices and many also live in areas without good internet connection. This gives them problems to join distance learning properly. Even for those who have sufficient resources and are able to join the distance learning, students and their parents still reported various problems and complaints, for example the lack of clear learning instructions, overloading of home works, difficulties to have focus Amanda, (2020). Teachers also reported problems. For example, they have to be online constantly to respond to students' questions on WhatsApp because there is no clear time-bound for each lesson as in conventional classrooms.

In this difficult situation, the issue of learning loss starts to draw attention of scholars and educational practitioners. Learning loss is one of the issues that is of concern to researchers during the pandemic. Learning loss is defined as a lack of students' interest in the learning process because there is very little to zero direct interaction process during their learning (Kuhfeld et al., 2020). Learning loss is explained as the absence of the teaching and learning process that is carried out optimally in schools (Li *et al.*, 2020). Kaffenberger (2021) explains that learning loss will arise if the teaching and learning system in schools is replaced within three months to one year. The learning process that is not optimal will create several effects, i.e. the information obtained by students and their learning outcomes may not go in accordance with the targets and expectations of the teachers (Forsyth, 2021). For example, in reading lessons, students are usually being supervised at school by their teachers so that the teachers can give direct instruction or guidance to maximize students' achievement. During the pandemic, this interaction does not happen as students learn from home, which can lessen students' desire to learn. Learning loss is a common term to refer to academic setbacks caused by poor educational process that takes place for a relatively long time due to several factors such as major disasters, wars, or pandemic (Hoffman, 2010). This results in unachieved knowledge and abilities, either particular or general, that put students in significant disadvantages (Kathula, 2020).

Considering the problems discussed above, this research is proposed to describe the aspects of learning loss in English learning during the pandemic. This description will be taken from teachers' perspectives. The researcher expects that the

research will contribute to academic discussion about learning during the pandemic as previous research in the area focused more on general learning obstacles and teaching methods and platforms used during the pandemic. In Indonesian context in particular, this issue is important considering the diversity of learning conditions across Indonesia where alternative models of learning, such as blended learning and online learning, are very difficult to apply due to shortage in facilities and learning equipments. The researcher thus proposes the title “Learning Loss in the Teaching of English Subject at a Vocational Secondary School in Jambi City: Teachers’ Perceptions”.

METHODS

This study used descriptive qualitative research. This study aims to investigate teacher perceptions of learning loss in learning English in Vocational Secondary School. Therefore, the suitable design is descriptive qualitative. According to Bogdan and Biklen (1982) state that qualitative research is descriptive which the data collected in the form words or pictures rather than numbers. Data in the forms of quotes from documents, field notes, interviews or excerpts from videotapes, audiotapes, or electronic communications are used to present the findings of this study.

This research was conducted at the Tanjung Jabung Barat Vocational School. After the pandemic, the school has implemented different kinds of learning, including distant learning activities and offline or face-to-face learning. At this school there are three English teachers. However, only two teachers will be asked as participants because the other teacher has just started his teaching at the school. He did not experience teaching during the pandemic.

Data were collected through in-depth interviews with the participants. The interview guidance was designed to focus on revealing answers to the research questions. The topics include teachers’ perceptions of changes they implemented in their English teaching during the pandemic, the effects of the changes on students’ learning performance, and teachers’ strategies to mitigate the possible learning loss during the pandemic teaching. These covered issues such as learning activities, learning media, and evaluations. However, the main focus is on students’ achievement of target competency so that possible learning loss can be identified from the teachers’ perspective. In details, the interview questions are planned as follows: (i) Questions 1-3 explore learning activities; (ii) questions 4-6 explore learning media; (iii) questions 7-9 explore learning achievement, and (iv) questions 11-15 investigate students’ achievement of competency. The interview questions are designed by referring to literature by Agus (2021), Shinoda and Kesner(2021). The interviews were in Indonesian language and be recorded using recorder and smartphone. Then the interviews date were then transcribed for detailed analysis to identify information relevant with the research questions.

Data analysis, according to Miles and Huberman (1994), entails data reduction, data visualization, and conclusion drafting or verification. The researcher used Miles and Huberman's theory to analysis the data in this study. There are three steps to follow. The first step is data reduction, which entails choosing, concentrating,

reducing, abstracting, and altering data in a written field note or transcript (Miles, 1994:10). The researcher carefully and thoroughly summarized the data obtained from the recording in this phase. The researcher selected the most important information and discards anything that is unrelated to the study.

FINDINGS

Several guidelines have been prepared by researchers including four that have been prepared to answer research question including :

Changes in English Teaching during the Pandemic

During the pandemic period, online learning turns into face-to-face learning that is adapted to the protocol implemented by educational institutions. The learning system changes and the way of teaching in schools begins to be addressed to be able to provide maximum lessons for students to understand English learning process.

Based on findings regarding changes in English teaching during the pandemic, there are two themes including learning activities and learning media. The two themes are intertwined to solve the problems that occurred regarding changes in English teaching during the pandemic. The findings of the guidelines and related questions are listed in the table below:

Table 1. Findings related to the changes in teaching during the pandemic

No.	Changes in English Teaching During the Pandemic		
1	<table border="1"> <tr> <td data-bbox="375 1108 618 1178">Learning Activities</td> <td data-bbox="634 1108 1047 1220"> Teacher Experience Teaching and Learning Process Mentors </td> </tr> </table>	Learning Activities	Teacher Experience Teaching and Learning Process Mentors
Learning Activities	Teacher Experience Teaching and Learning Process Mentors		
2	<table border="1"> <tr> <td data-bbox="375 1226 618 1262">Learning Media</td> <td data-bbox="634 1226 1047 1299"> Media used in Pandemic Internet Connection </td> </tr> </table>	Learning Media	Media used in Pandemic Internet Connection
Learning Media	Media used in Pandemic Internet Connection		

Learning Activities

Learning activity is a process as a result of interaction with the environment. According to Rohani (2004), successful learning must go through various kinds of activities, making things, playing or working. They learn as much as possible or function a lot in the context of learning.

1. Teacher Experience

Teachers have similarities in teaching experiences during the pandemic in teaching including changing teaching methods, namely changing offline to online and using teaching using the zoom system, Whatsaap and Google classroom, Google meet in pandemic situation. Teachers have difficulty in classroom management and classroom control because it is difficult to monitor students directly

Yes, before that I have taught for about five years teaching at this school, that was when there was no online term and the online period and the time for re-entry, , my experience while teaching, I use the

zoom system, WhatsApp, google classroom, and so on to support the English learning system during the pandemic I will answer the question well (Teacher 1)

2. Teaching and Learning Process

The teaching and learning process assumes a different shape in times of crisis. Considering the limitation of the concept of flexible learning emerged as an option for online learning and face to face learning. Various policies continue to be carried out so that the teaching and learning process is still able to provide learning materials in various situations.

Even during this pandemic, it is difficult to convey material to students, because during the pandemic learning has changed to an online system or learning remotely, so like it or not, students must have internet. Now, there are many of our students who come from outside the Merlung area, they have difficulty getting internet signals and even their efforts to get internet signals for their business until someone climbs a rock, climbs a tree and some even leaves the area, so teacher should give attention to the students and motivate them in study. Through internet media wa, google classroom, here, teachers create study groups. It is easy for me to get feedback when children get assignments and if they have difficulty using google classroom, I add them via wa (Teacher 1)

Teacher 1 revealed that the change in teaching from offline to online has connection problems and facilities are the first factors that can interfere with the teaching system in the online teaching period, but the teacher must ensure that students get taught the teacher makes efforts to provide solutions such as making it easy to provide exercises and assignments so that students can easily understand. Teaching in pandemic situations teachers use various methods to convey material easily and students easily accept and understand learning. In this study, the researcher, found that teachers The teaching and learning process has different in pandemic situation. Considering, the concept of flexible learning emerged as an option for online learning and face to face learning. Various policies continue to be carried out so that the teaching and learning process is still able to provide learning materials in various situations.

3. Mentors

Through teachers learning from and with one another, fostering intergenerational skills and experiences, mentoring offers a strong opportunity to improve students' learning results. Through mentoring, teachers can examine their methods and ask themselves tough questions as they conduct lessons. Throughout the learning process, mentors are necessary. A mentor is someone with more experience than you who can help you learn the skills required for a successful profession. A teacher can also let you know when you stray from the course and veer off in the course of learning (Sardiman, 2016). The mentor's job is to act as a teacher, facilitating the process of teaching and learning both within and outside of the classroom.

The role of the teacher as a mentor for students is very important and absolute in pandemic era. Students need more attention at this time., yes, because the pandemic has passed, normal learning is back even though at that time it was still blended learning, half online, half offline, which during a severe pandemic was only brave or online considering the situation was not sufficient. After entering a new era, schools began to learn face-to-face but still followed health protocols using shift 1, shift 2 or half class entered today and one class, for example, shift one week, shift 2 weeks, next, how to implement learning, using the blended learning method, using mixed methods, if currently learning is using the face-to-face method, studying as usual, such as the lecture method, but the time allocation is reduced like that, for example, I teach in class 10, it is reduced from 3 hours to 1.5 hours, the principal is that the time allocation is persistent like that (Teacher 2).

Teacher 2 explained that entering the transition period the use of learning must also be accompanied by teacher assistance as mentors not directly use offline teaching but through blended learning first because seeing from the situation that occurred such as continuing to follow health protocols. The shift system in the learning process is carried out so that students have an understanding of the material and the teacher accompanies students this effort is made so that students can still interact with teachers and students do not experience learning loss

Learning Media

In education, many media are used to support the teaching and learning process, but the teaching and learning process in the current era, the use of technology strongly supports the delivery of material in order to achieve the teaching and learning process, students are expected to be able to solve all the problems that occur. The teacher mentions that the teaching and learning process must have media used to support the learning system.

1. Media Used in Pandemic

Teachers claim that with learning media, teachers can create various desired classroom situations, determine learning methods that will be applied in various different situations and create a conducive learning atmosphere among students.

“Online learning media via Zoom, then also using Youtube, there is a game link called quiz, there is also a Google form so that the learning media is varied so that students don't get bored easily. one more thing, so we made a class, students joined the class, from WA to Google classroom, from Google classroom a Youtube link and a Google practice form were attached that you wanted to fill out as usual. However, for the new era of learning using conventional learning media like before the pandemic has its difficulties, not the fall of the media, but the teaching method, I explain to students as usual conventional, like teaching method, explain and give examples, sometimes used speaker in teaching listening in class for video is not

yet available, because the facilities are limited so coincidentally with other classes, you have to share (Teacher 2).

While teacher 2 has a different way, learning changes in the media used are more varied such as the use of Whatsapp, Google classroom, Youtube and Google the assignment form is attached and in learning the teaching method uses the facilities available at school in the form, the teacher realizes that conventional teaching is preferred because in this online learning era students have limitations.

2. Internet Connection

The teacher revealed that the teaching and learning system in the pandemic era still really needs the internet because the internet plays an important role in delivering lessons, even though they have problems learning online, they remain enthusiastic and struggle to be able to continue online learning with limitations.

I think the problem is the same as the other obstacles, it was a connection, but as a teacher, I open various accesses so that students receive learning under any conditions and obstacles (Teacher 1)

The two teachers explained the same situation, the connection was not the same in every area students in the suburbs had the same difficulties but these two English teachers still provided material with various obstacles so that students continued to receive good learning.

Student Learning Loss as the Effects of Changes during Pandemic

The effects of the pandemic changed the teaching and learning instruction. The English lessons which also experienced the transition in the new era, various effects occurred including students experiencing learning loss, students' behavior that changed in aspects of learning, student achievement, and student acceptance that changed after a new learning period.

This change has an impact on changing the learning effect during the pandemic. The finding interconnected guidelines and questions are listed in the table below:

Table 2. Findings relate to the effects of the change during the pandemic

The effects of the changes during the pandemic	
Theme	Sub-theme
Learning	Student behavior
Achievement	Student acceptance

Learning Achievement

Learning achievement (learning outcomes) is an expression of educational goals, which is a statement about what is expected, achieved, and completed by participants after completing a period of learning (Wilke et al., 2020). Clinton (2020), suggested that learning outcomes are abilities obtained by students through learning activities. In another sense, learning outcomes are patterns of actions, values,

understandings, attitudes, appreciation, and skills. Learning involvement resulted in decreased student motivation accompanied by decreased student achievement due to the lack of student interest in learning because the learning process was also strongly influenced by online learning.

1. Student Behavior

The existence of student behavior due to the pandemic changed the student behavior during the transition period of teaching and learning process. The change occurred because of the interaction during the pandemic which resulted in students using online learning systems and during the transition period.

Student behavior during the pandemic is indifferent in collecting assignments, at the beginning students experience many obstacles but the teacher gives time and provides facilities so that students can still get material for example giving text on practice paper but students are lulled by this pandemic as a result of the behavior of not caring about the task resulting in a decreased knowledge of lessons (Teacher 2)

Teacher 2 explain that changes in student behavior during the transition of understanding, from the delivery of teachers who are usually online, teacher 2 explains that changes in student behavior during the pandemic are understanding in accepting learning and discipline in doing assignments is an important factor, the ignorance of students after the pandemic is due to boredom making Student creativity is reduced because it depends on habits that affect learning. That is where the behavior of indifference to the task arises.

2. Student Acceptance

Student acceptance is defined as students who accept and understand learning in a pandemic condition and enter a new era where everything needs adjustment and is still able to receive material well (Harunasari et., al 2021). The researcher asks the following question in this indicator:

That's what needs to get more attention during a pandemic, students tend to relax and think learning English is not too important during a pandemic, students only care about grades for size or don't care about grades, of course, nothing is impossible, especially if the teacher wants to upgrade knowledge and students want to try to learn again and provide motivation so that students are willing to accept the material and understand learning (Teacher 2)

Teacher 2 explained that students need more attention so that students accept changing learning conditions and students understand the material presented by the teacher to students.

Effect to Mitigate Learning Loss

The current portrait of learning loss that occurs in students, and the teacher is an important factor in providing mitigation efforts for learning loss by teachers including teaching stimuli, teacher strategies, responses, and teacher understanding. Unicef in 2022 explained that teachers stimulate, teacher strategies, teacher solutions, student responses, and student understanding of the material. Marked by teachers needing training in the start academic, Principals, administrators, and others

educational authorities must be onboard, and a platform is a supplementary tool, rather than a replacement for traditional teaching and learning.

Table 3. Findings relate to the effects to mitigate learning loss

Effect to mitigate learning loss	
theme	Sub-themes
	Teaching stimulus
	Teacher strategy
	Teacher solution
	Student Response
	Student Understanding

Teacher Stimulus

The teacher realizes that students need a stimulus to easily accept learning materials. According to Abane and Asamoah (2022), stimulus itself is defined as an important ability that keeps students focused in class and maintains their drive. To maintain the interest and attention of students, this skill requires teachers to be involved in paying attention to students to deliver learning materials.

Usually to stimulate students' willingness to learn the teaching and learning process, I use videos and affirmations to them without burdening them so that students can easily accept learning (Teacher 1)

Teacher 1 explained that how to provide a stimulus so that students would accept teaching without any coercion in teaching and learning using videos and positive affirmations so that students receive the subject matter easily.

Teacher Strategy

The teacher's strategy plays an important role in delivering material to students so that students can easily understand in teaching learning process. This strategy was employed by the teacher in various ways by the teacher to mitigate learning and target English learning. Researchers take questions about:

As a teacher, I have tried to be responsible for my role as an educator. I started by teaching things that were considered important in accordance with the policy of upgrading my skills according to the needs of students, returning to the lecture method earlier, it was more effective for them than they heard and saw and were there immediately. For example, when they don't understand there is a discussion session that is in accordance with learning so students understand more easily and understand better (Teacher 2)

Teacher 2 explains that the right strategy is to use the old way, namely conventional learning because at that time students were easy to discuss with the teacher or with friends so the students were easy to understand. It can be concluded that the learning strategy carried out by the teacher.

Teacher Solution

The teacher's solution in restoring students' willingness to learn is very important because the teacher is a benchmark for students' abilities to mitigate learning, especially learning English in schools. The data analysis the research subject, the researcher gives questions in the form of:

Yes, I am a teacher of material that is easily accessible and accepted by students when giving quizzes, remembering past learning to stimulate students so that students are not monotonous in learning to provide learning through interesting videos, reading by using games on paper, then students making interesting sentences and trying to understand students where the incomprehension lies. by being a teacher who becomes a friend and relaxes during class because a teacher who makes students comfortable is a teacher who is successful in their field (Teacher 1)

Both teachers claim that learning loss is the part that has a bad impact after the pandemic but teachers have various ways to continue to improve student scores. Teacher 2 argues that students are given learning as usual and then with more interesting learning through audio, video and so on, the teacher invites students to be creative and familiarize themselves so that students are open and willing to accept the teacher again so that students can easily get lessons and get motivated again. To find and dig up information about changes in the teaching system and provide appropriate solutions, the researcher asks questions based on the transition that is described and explained:

The changes are more in the learning system, the pandemic period has reached two years, so they are a bit shocked, not too shocked, but they are starting to adapt again, and actually when asked they understand face-to-face while studying. the Covid period, their changes Yeah, like, I should be able to do this when they're not doing their job, they're penalized. There are many reasons why online teachers find it difficult to give pressure or motivation in online learning without punishment. Now if they are offline they are more motivated because there is punishment and control from the accompanying teacher or English tutor. For online learning they are more indifferent because what I see when doing the same task, for example I give a procedure text assignment when collecting it, everything is the same, at least there are some differences and even that can be counted on the fingers, that's the difficulty when online, giving the material is difficult, especially in English, sometimes we as teachers want to give directions about pronunciation, right? Pronunciation needs direction, how to read it and so on, but this is difficult to control, especially when online, I can't monitor students individually, the problem is signal, smartphone, etc., plus limited time when offline, OK? I can monitor students one by one to see, their pronunciation when reading, speaking and listening without problems a bit difficult and constrained by shorter online time they often share answers, ask for answers from my friends I prefer offline I can

monitor and Students have initiative to work if you do not understand will ask the teacher (Teacher 2)

Teacher 2 revealed that the changes that occurred were in the learning system the teacher gave instructions on how to read and control students one by one but the obstacles were signals, smartphones, etc. plus limited time. There are changes in the transitional teaching system, including learning that continues to adapt to changes but still follows the objectives of the applicable material.

To find information about the appropriate differentiators of the teaching system during the transition from a pandemic to a new era so that teachers are able to adapt to various situations in the future if similar conditions occur, the researcher asked questions about:

Of course, there are differences in giving material, especially in English, for example, I give notes such as past tense and so on, even though I give many students without seeing even though I have given videos and so on, it is even better face to face when I practice students solving problems together so These students are the ones who contribute in finding the third verb and so open a dictionary so they have more people who stick in their brains before going online (teacher 2)

Teacher 2 has differences from the first teacher giving notes in the online period but the teacher's choice remains on face-to-face learning and provides exercises to students and discusses assignments together.

Response

Improving student competence cannot viewed pragmatically, separate from its parts intact. Increasing student competence must be viewed in a systems approach, comprehensive, intact, and not separated from its parts so that teacher can see progress reports on the rate of development of student competence as expected. Meanwhile, the development of student competence with the concept of a systems approach, especially a management system based on the school will be very easy and effective for evaluate what systems need to be reviewed, modified or modified as needed. The teacher must see the student's response to how students reduce and can accept the transition situation that occurs and the lesson has been conveyed well to the students themselves.

Yes, many students have decreased interest in learning English, at the beginning of school I taught in a more varied way because it took a long time to learn so students were lazy, their grades went down especially in learning to read as a teacher I couldn't put them together in one meeting so when I entered school there were many challenges that I faced (Teacher 2)

Teacher 2 explained that due to the pandemic the ability of students to respond to English learning decreased at the beginning after entering the face-to-face learning era, students became lazy, and declining grades became a challenge for teachers to provide material so that students easily responded to learning well ..In the presentation of the two subjects it can be concluded that that learning loss has the effect of reducing student interest in learning from the online period to the new

transition period, but the teacher still gives his best effort to increase the students' willingness to go back to school.

Understanding

Students' understanding is measured by how students can understand, reflect, classify, compare and explain the material that has been taught by the teacher to students. Students can explore the information and material provided by the teacher in a straightforward and good manner, especially in a transitional situation where student understanding plays an important role in whether the teacher is successful in teaching the material presented by the teacher.

Teacher 1 claims that students' understanding of learning English is very influential because students' understanding is based on how the teacher conveys learning during the learning and teaching process but it all goes back to the students again whether or not students accept and listen to the material that has been delivered

For students' understanding, it can be related to the technology or media used so far, for example, dialogue assignments/students use smartphones to edit videos, record videos from dialogues, then students edit through their respective smartphones, they are usually group assignments together and sent via google form as well, technology is still very influential in student learning methods and for the current era the role of technology is also the same, it still affects the improvement of students who previously studied monotonously with technology the role of students began to increase. But of course, there are pluses and minuses. The drawback that I feel is complaining about making tasks using a smartphone like the memory is full, the child will make excuses. (Storage is full, ma'am, can't save the book. What if I make a direct deposit right away?) I said yes!! As long as students can collect assignments and work according to their abilities and the teacher facilitates students. such as via WA, Google classroom can also be sent without limiting the wishes of students who still want to learn and try (Teacher 2)

Teacher 2 explained that understanding English learning can use techniques used in the teaching and learning process, including the use of Google forms for the teaching and learning process, making it easier when teachers provide exercises and assignments but have a drawback, namely the use of smartphones that are not comprehensive so the teacher gives assignments in a conventional way. students' understanding today is due to technology that affects the system of providing teaching without teaching technology during a pandemic it will be difficult to implement even though there are many shortcomings, but technology can be useful for students' understanding during a pandemic.

DISCUSSION

This chapter discusses the main findings of the research presented in the previous chapter. The following section compares the findings of this research with previous studies to examine the extent to which the results of this study match existing research and what new findings this study might suggest.

The pandemic caused learning in the teaching and learning process in the transitional form of learning loss in students is the loss of interest in learning, decreased student achievement and reduced student performance in the teaching and learning process this is due to a pandemic where various aspects cause students to experience learning loss because during the pandemic students carry out the teaching and learning process online without face-to-face learning, many factors include unstable connections during the teaching and learning process, device facilities that do not support the main element as a result during the transition process students experience various impacts including learning that has problems before students experience a decrease in interest in learning, grades declining and performance that is not in line with expectations to overcome these obstacles, the English teacher makes various efforts including providing more varied learning by using videos, doing research the process of teaching and learning with group work because social distancing policies result in students not being able to meet their friends, teachers provide more opportunities to study together and provide more exciting material because previously teachers have been provided with skills that can handle learning loss according to student needs but The lecture method has become a very popular method because this method allows students to interact with the teacher and conduct questions and answers according to the needs and material of students.

Based on the findings above the results obtained by the researcher indicate that teacher it has an important role in providing English learning materials given to students in various situations.

Changes in English Teaching during the Pandemic

Change teaching from offline to online, it is the challenge of the teacher's experience in teaching during a pandemic, the teaching and learning process carried out during a pandemic, and the role of the teacher as a guide accompanying students during the student learning period. at home that requires special attention from the teacher. In critical situations such as this pandemic period. Teacher were forced to continue learning activity in all conditions. the teacher try to overcome the challenges that they faced when teaching in their own way. In this sub theme teacher experience, teaching and learning process, and mentors.

Firstly, Learning Activities changes that occur, the experience of teachers who experience changes. Usually, the teacher teaches conventionally. Teachers must adapt to the learning provided by using the zoom system, Whatsapp and google classroom. Teachers also have difficulty monitoring students directly due to limited time and meetings. Problems encountered during changes in the teaching and learning process in the classroom teachers, the limitations of teachers in controlling and assessing students in learning process, then the teacher's limitations in providing material that is easily understood by students. As for that problem student difficulties, namely the lack of facilities that can support courageous learning such as the presence of students who do not have cell phones, laptop, or computer and lack of internet network access (quota) sufficient, then there are still students who are less active in learning and saturation of students in the teaching and learning process brave, so students feel unenthusiastic and lazy in pursue courageous learning. Various problems faced by teachers and students by addressing the teacher should increase creativity and the

ability to master learning technology by searching learning models that are appropriate to learning conditions during a pandemic, and the government also participates in overcoming learning problems, and teachers must be able to process online classes to the fullest.

Secondly learning media, changes in teaching during the pandemic include the use of media used during the learning period in the pandemic era. The internet connection is used as a facility during learning. Researchers found that the use of media used during the pandemic. Teachers who initially used conventional learning changed and started creating teaching media during the pandemic. Teachers use various variations such as WhatsApp Google classroom YouTube and google forms through assignments attached via the link.

The learning media used is also influenced by internet connection. Conventional change to online learning here the researchers found that connection is a challenge for teachers who convey learning, especially students whose places are difficult to get internet access. The teacher still prioritizes so that students continue to get material by giving time for students or textbooks that can be taken at school. The effort was made so that students get learning evenly even though a slightly different time. Both teachers use this method to help students keep learning well

The result of this research is relevant to the of previous research. The research was conducted by Agus (2021) with the “ Learning loss during Covid 19 pandemic in Indonesia and the strategies to minimize it” according to his findings, the participant in his research has teacher changes to the learning process for students are the most important topic to explore because this process is complemented by student experience. The role of the teacher is being a mentor for students during learning during a pandemic. Teachers as student mentors have an important role to convey learning properly and students understand the material provided during the pandemic. The influence of learning is also marked by the media used and supported by internet facilities that support material guidance to students.

The effect of changes on students' learning and behaviors and performance

During the pandemic, effect the changes that occurred were student learning achievement including student behavior in doing assignments and student acceptance in receiving learning. Learning achievement were difficulties that the teacher wants their students to achieve, because achievement means that students understand the material given to their students. teacher's ability in stimulate students when giving lessons, coupled with acceptance of teachers facing learning loss that occurs in students then the teacher provides learning strategies like what is suitable so that students can face learning loss because the teacher uses the right method. The contextual factor of this research is the teacher's strategy in dealing with learning.

Firstly, student behavior in this subject the researchers found that the toughest challenge was the teacher's strategy for dealing with learning loss after the new normal era. Many students don't care about the grades they get, especially the material delivered by the teacher because of the reduced desire to learn and students' willingness to accept material that is constrained by signals and connections, and students rarely collect it. they think they can be forgiven for being constrained by the connection. even though the teacher understands which areas of students experience

signal problems. and students living in areas with good signals. but still not doing the task with the same constraints.

The results of this study the teacher explained, that the habit of students who previously could not collect assignments in a timely. manner followed by students who had good connections was a challenge in itself during a pandemic. the teacher took supervisory steps in the teaching and learning process by giving textbooks to students who could not get a signal. so that they want to do and understand the material well.

The next researcher found a method to improve student behavior Agus (2021), student behavior by giving textbook assignments as an important step to students who don't have a signal by coming to school but still complying with health protocols. Difficult signal method is also often used by students who don't want to do the assignment, but the teacher can still provide material to students who are really constrained by signals and students who reason that they have difficulty signaling.

The two teachers have the same way of disciplining students who have reasons for not being able to submit assignments for signal reasons, even though some children live close to the school area which incidentally has a good signal. The teacher will still give text books to students but with a different timeframe so as not to cause crowds during a pandemic. This is done, so that students continue to collect assignments and get new learning. The teacher also continues to send videos to explaining the material for students who have difficulty signaling so they can still get lessons.

Secondly, student acceptance Student acceptance is an important factor in accepting the situation and conditions during the pandemic. Students' understanding of conventional systems to online situations is a challenge in itself. Providing an understanding of how students still get lessons, pressures teachers to continue to pay more attention to students to face the current era. As a result of students need more attention. So, those students accept the changing learning conditions and students understand the material. Meanwhile, the result relevant with Shinoda & Kesner (2021), Student acceptance of learning conditions in the pandemic era is an important factor influencing students to accept learning. the teacher becomes a companion who has an important role so that students are motivated again and rise in this condition and continue their education.

Effect to Mitigate Learning Loss

First, the teaching stimulus is a mitigation of student motivation in mitigating learning loss. The teacher provides a stimulus by adding knowledge and increasing knowledge in teaching material to students. Among other things, teachers use learning applications such as canva, which forms power points and videos that can improve students' cognitive in receiving interesting learning videos and power points as well as affirmation videos.

As a solution to overcoming learning loss, this is where the importance of teacher stimulus in teaching in the transition period and the teacher's strategy in teaching so that students can accept lessons well in the current transition period. The teacher provides the right learning solution but must see the student's response and student understanding so that students can accept learning well. The way to overcome

learning loss one of them is the response from the teacher who supports the learning media and continues to provide direction to students in any situation. Reducing student learning loss in the transition period, the teacher starts by re-stimulating the students' willingness to be able to accept the learning being taught because without it being smooth and giving positive affirmations students have a big impact on being difficult accepting learning, teachers play an important role in building student motivation at the beginning of the transition period.

The result of this study relevant with Mackinsey (2021), that the student stimulus carried out by the teacher has an important role in providing teaching material to reduce the occurrence of learning in the world of education. The stimulus for students can be done through interesting videos or power points to attract students' learning interest in receiving learning.

Secondly, teacher's strategy in teaching becomes an important role to provide material. There are many methods used by teachers for teaching such as in-depth discussions with students, because in this way students are easily open to the teacher learning what they find difficult to understand. Learning during the transition period after the new normal is a challenge for English teachers. Teachers also prefer the conventional method where it is easier for the teacher to control students and explain material one by one and students immediately ask questions and answers without any signal problems. Meanwhile, teachers' difficulties in the transition period become complex because students who have just entered school must be given special attention. Students get bored easily because of the long duration of time during the pandemic. The result of this study is relevant to one of previous studies. The research was conducted with Agus (2021), findings that the teacher's strategy in teaching in the transition era is a benchmark to reduce learning loss for students. Teachers must provide more interesting material in the new normal era because it is easy for students to experience boredom in receiving learning.

Thirdly, the researcher found that teacher solution that students can reduce the impact of the pandemic such as learning loss. One of the ways is providing material easily so that students can easily receive the material, such as the teacher providing videos from YouTube, telling stories, taking quizzes, or other teaching methods. The right solution is to rebuild student interest and invite students to be open about teaching that they do not understand and give students group assignments, so that students interact more with friends by exchanging thoughts on experiences and understanding of the material. Then, they discussed again when learning takes place more precisely because students interact directly and the teacher controls and supervises them directly. Student responses also play an important role during the teaching and learning process. Do they understand the lesson being taught? or the extent to which the subject matter is understood during a pandemic. This activity is an important point for the teacher. This found relevant with Mackinsey (2021), provision of teaching at the beginning of the transition should be more varied to increase student interest in learning.

Fourth, the researcher also found responses, from students in receiving the material during teaching; the teacher continues to monitor the extent to which students can respond to the subject matter. Based on the responses of students, asking

questions, concluding material directly are used when working on assignments individually or in groups.

The two teachers took an approach, by looking at the competency values of students after the material was taught. In this learning transition, the teacher must often evaluate learning outcomes in order to find the right solution to increase students' willingness and interest in learning. The development student competence with the concept of a systems approach more easy and effective for evaluate. The teacher must see the students' response accept the material in new era. This found related with Agus (2021), that an interesting teaching and learning process is the main attraction for students who are excited in responding to the learning given by the teacher during the transition period.

Fifth, the researcher found that students' understanding in receiving learning material, the teacher supervises, by looking at understanding after the teaching and learning process. Students can explore learning and information obtained from the teacher. The use of instructional media is felt to be effective during the transition period. Conventional learning discusses in detail the lessons learned, the use of media is used as a facility that attracts students' interest in understanding the material.

Most teachers see student understanding from the way students hold discussions with the teacher; understand doing assignments, and concluding the material that has been taught. the use of technology media such as smartphones is still lacking. Conventional learning is the right choice during the transition period where students are free to discuss with the teacher. Meanwhile, the efficiency of conventional learning is still limited in the new era; teaching and learning activities still follow health protocols but still provide maximum learning to students. This research relevant with Mackinsey (2021), that student understanding is seen from the way students receive the learning delivered and summarize the material given.

CONCLUSION

The researcher came to the following conclusion based on the findings and discussion in the previous chapter: The data interview revealed that all of the participants had unique experiences and perspectives about learning loss. Almost every participant agreed that difficulties they encountered while teaching English stemmed from technical issues such as internet access, devices, or online learning platforms. Teacher in Vocational secondary school Tanjung Jabung Barat An effective learning resource during a pandemic is supported by the teacher's experience in teaching who can condition various learning materials in various situations. The use of adequate infrastructures, such as appropriate learning media for the delivery of teaching materials and a good network are important. The use of online learning can then motivate students to use it to enhance their learning and gain new experiences.

Some of the factors that affect the occurrence of learning loss are the ability of students who are difficult to respond to learning after entering a new era, students' willingness to learn decreases, the lack of students' ability to teach old learning materials and methods. Several factors can restore the desire of students to accept new learning, including the ability of teachers to deliver learning and teacher methods

of teaching which must continue to be developed so that students are more interested in receiving materials, assignments, homework, and so on. The behavior of students who are not disciplined in carrying out assignments that are misused by students is felt to greatly affect the stability of teaching and assisting students so that students are willing to accept conditions in the pandemic era. Students must get more attention to accept learning in the current situation.

Conditions, where teachers try to reduce learning loss during a pandemic, are things that must be considered. The teacher makes the learning strategy an attraction so that students are motivated in accepting learning; the teacher stimulates students with positive affirmations and interesting videos so that students can easily understand learning, but conventional learning is the right solution because students easily get the attention of the teacher directly without any obstacles. The teacher must also see how students respond to receiving lessons, students feel understood if they respond well to lessons and can discuss questions well. Students' understanding is also seen in students who can be contained in learning and student learning outcomes.

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