The Motivation of Students and Their Exposure to Learning Loss After the Pandemic

*A Syakur¹, W Sudrajad¹, S Winurati¹, S A Tilwani²
¹Department of Post-graduate English Education, Faculty of Post-Graduate, STKIP PGRI Sidoarjo, Indonesia
²Department of English, College of Science and Humanities, Prince Sattam Bin Abdulaziz University, Saudi Arabia

ABSTRACT

This research seeks to illustrate how the COVID-19 epidemic has affected students’ motivation, engagement, and learning. Students had learning difficulties during the pandemic, as demonstrated by their nonattendance in online courses and their inability to turn in homework on sites such as Google Classroom. Acknowledging these difficulties, the instructor made house calls to collect information for this study. By exposing 100 ninth-grade students to several, the researcher addressed learning loss. The study used a case study methodology and included both qualitative and quantitative data. Google Forms was used to conduct both closed- and open-ended surveys for data gathering. According to the results, just 20.6% of students reported having no learning loss during the pandemic, compared to 79.4% who reported having it. Students’ trust in their learning experiences throughout the pandemic was divided into three categories: great certainty (33.4%), certainty (46%), and uncertainty (20.6%). Furthermore, based on their comments on Google Forms, the data revealed that 52.5% of students thought their learning experience was bad, 28.2% thought it was extremely weak, and 19.6% thought it was strong.

INTRODUCTION

Students who experience learning loss have significantly lower levels of motivation. Once the COVID-19 epidemic struck, learning was lost. The students did not return to school until they had recovered from the costs incurred by the extended closure of schools due to the COVID-19 epidemic (Hevia et al., 2022) suggest that the program must go beyond the typical opportunities for improvement or enhancement contained in existing after-school or summer school programs. Khan and Ahmed (2021) claims that teaching-learning produced the following report to also inform the development of learning recovery programs in member districts. In this report, they share best practices from published research, secondary sources, academic literature, advice from educational experts, and guidance from government agencies. The report also contains strategies, information, and innovative ideas from the district’s renowned learning recovery programs (Aguaded et al., 2023).

English learner EL’s English proficiency development can stagnate (Angrist et al., 2020). Although it has not been proven empirically, several researchers have proven it concluded the impact of distance learning on learning losses based on existing ones’ research. Some studies have shown that EL has a reduced vocabulary during the summer. In addition, chronic research absenteeism that includes EL shows that the effects of skipping school can affect. The development of English several years later; in one research, ELs who were frequently absent from kindergarten and first grade scored lower on assessments of third and second-grade
English proficiency than other EL students. Many ELs have dropped out of school since the spring 2020 shutdown, some enter the 2020–2021 academic years with limited growth perhaps even a new deficiency in their skills of English. Learning loss is possible mostly for Latino, Black, and low-income students, who are more likely to receive lower quality long-distance service instruction, based on their rates of low participation in online learning in the Spring of 2020 until 2022 (Uğraş et al., 2023).

Indeed, some indicators of learning loss are already manifesting in the pandemic. According to Sabates et al. (2021), due to the low student attendance rate and very high absentee rate, many students did not submit their work to Google Classroom and got low scores when they took the exam. The proof will be shown later. What factors are influencing students' English learning, and to reduce learning loss, factor analysis is used to determine which indicators form the most dominant factor and which factor is the most dominant. Form a meaningful variable (English learning). The main goal is to check the consistency of the indicators of the variables that make up these variables (Storey & Zhang, 2021). In this section, the variable used is the English language learning variable. Variable learning English has two factors: non-verbal and verbal. The researcher opened the questionnaire and closed the questionnaire to the participants. The questionnaire Google form to facilitate the researcher in analyzing the data.

Knowledge of English also does not affect the ability to communicate, especially in the form of oral presentations. Further independent investigations involving longer observations are needed to solidify this notion (El_Tokhy, 2023). This research English lesson teaches pictures and English about everything that motivates students to research English step by step and intensively. Learning losses are ameliorated by this exposure to English. Even though the Covid-19 pandemic is already over, all sides start growing again. According to (Reuge et al., 2021) education is a big problem facing everyone. The Covid-19 pandemic has disrupted many aspects and parts of life. The researcher can analyze indicators of teaching and learning activities, what happened in school, what level of English is, and what the researcher is trying to do in the research. The education part becomes an important case that everyone has to solve. The pandemic has disrupted the education system for students, schools have closed and the entire educational process has moved to the virtual space (Poletti, 2020). Researchers attempt to make observations relevant to this case. As education moves online, there are many cases that students face every day.

This problem happened to both students and teachers. Therefore, innovative educational strategies begin with a growth mindset. The researcher spent time researching and coming up with better strategies for teaching the students. Create something new or adapt an existing method. The researcher repeatedly establishes a culture of innovation and creativity in the classrooms and encourages the students to do the same (Angrist et al., 2020). Teachers should strive to be technology savvy. The researcher needed to understand the platform as a medium for teaching students. Following online workshops and sharing them with other teachers are some solutions. Also, to get the research subjects, the researcher needed to know the student's condition. Agustina and Cheng (2020) claims that: to comprehend this situation, intensive visits and discussions with the student and the student's parents are a way of getting to know the student's background. Then follow-up after knowing, what the status is.

With the continued involvement of the school, English learner EL's English proficiency development can be stagnated. Although it has not been proven empirically, several researchers have proven it concluded the impact of distance learning on learning losses based on existing ones' research. Singh et al. (2023) have shown that EL has a reduced vocabulary during the summer. In addition, chronic research absenteeism that includes EL shows that the effects of skipping school can affect The development of English several years later. Sabates et al. (2021) claims that ELs who were frequently absent from kindergarten and first grade scored lower on assessments of third and second-grade English proficiency than other EL students. Many ELs have dropped out of school since the spring 2020 shutdown, some enter the 2020–2021 academic
years with limited growth perhaps even a new deficiency in their skills of English. Learning loss is possible mostly for Latino, Black, and low-income students, who are more likely to receive lower-quality long-distance service instruction, based on their rates of low participation in online learning in the Spring of 2020 (Moscoviz & Evans, 2022).

Schools were closed during the pandemic. There are solutions to reduce learning losses. The teacher provides research services at the student's home, the teacher makes home visits to several students, the teacher conducts offline learning, and provides photocopying materials and exercises that are duplicated on paper without using a cell phone. COVID-19 has created a major challenge in implementing a critical education system built around sports schools. According to higher education (Fadhil & Sabic-El-Rayess, 2021), distance learning is the learning process transmitted remotely using information media and various communication. What has changed with the use of distance learning during the pandemic and the problem raised above is that these regulations put students at risk of causing learning loss.

Another previous research conducted by researcher Modan and Schaller (2023) used qualitative descriptive research in his observations. This research aims to clarify the facts, phenomena, and circumstances that exist during the research process by showing what happens when learning activities are carried out. The second research conducted by Thai et al. (2017) was researching the factors that influence the development of a student's L2 language. L2 acquisition is being addressed in the pandemic because this is one of the most impressive and interesting aspects of human communication skills. The teacher should also help students understand and learn languages effectively. He used descriptive quantitative studies. The sample was from his 158 students in the Department of English Language Education at Tarakan University in Borneo. This data was collected using his online survey via Google Forms, displaying student responses about how English as a second language was acquired through their learning experience, and using factor analysis were analyze by the research found that second language development is influenced by linguistic factors such as native language structure, ability, and vocabulary enrichment to pronounce words.

In addition, non-verbal factors such as psychological aspects, cognitive styles, technology use, personality traits, and age also affected students’ learning processes and outcomes. Students' characteristics and experiences, the social and cultural environment both in the classroom (virtual/offline meetings) and outside the classroom (online assignments/project-based/assignments), communication possibilities, verbal access, and upon written amendment were feedback and instruction from teachers. These factors are not completely under the control of teachers, but understanding these aspects can help teachers determine how effectively their students learn English and facilitate rapid knowledge growth and technological advances. It will be possible to consider how to reduce the learning loss.

This research focuses on the methodological challenges faced and seeks to understand the dynamics—and the dynamism—of the school environment. Schools escape denotes place—a school-based environment where place meets text, whether written (graphic) or spoken—and a series of processes, due to text and place, work together to shape, reproduce, and transform the ideology of language (Yoo & Kweon, 2019).

The above research differs from the current research. Researchers later use descriptive qualitative procedures and investigate using case studies. Researchers use linguistic landscape exposure when the teacher teaches at each meeting where the learning process takes place. Researchers ensure that learning loss due to English proficiency is mitigated for success. The researcher uses the background information provided above to explain the learning loss that the students went through during the COVID-19 epidemic.

RESEARCH METHOD

This research used an exploratory sequential mixed methods design. The explanatory sequential approach was that the researcher started with a qualitative phase first followed by a quantitative phase (Creswell, 2014). In line with this research, the researcher used a qualitative
research design to answer research questions number 1 to number 5 in an open questionnaire. Quantitative research is designed to answer number 1 until number 15 in a close questionnaire. quantitative research uses statistical analysis and data in the form of numbers (Syakur et al., 2020). As a result, descriptive quantitative was numerically related to diagram descriptive concepts like measuring data, depicting graphics, and variability about all of the data would be in percentage and be explained in the narrative (Sugiyono, 2022). The data are from the students in 9th grade. A researcher takes a sample from three classes of at least 100 students. The researcher gave questions in questionnaire form to the participants of this research, and then it was written by the researcher (Arikunto, 2021).

The data are the value of the answers from the participants who have answered the questionnaire by the researcher (Newhart & Patten, 2023). The answer from the data is described clearly by the researcher. To collect data, the researcher used questionnaires as a technique. In addition, the researcher used two instruments; they were closed questionnaire and open questionnaire (Walliman, 2021). The questionnaire was applied in Google form. In this research, the researcher used Open Questions (unstructured questions) where the research allowed the participant to write their statement like make kind of diary which was related to their own opinion according to the real happened (Arikunto, 2007). The researcher let the participants indicate their responses to write the truth according to the reality that happened in their experience research, all the questions in open and closed questionnaires will be given to Google Forms.

The participants answered a close questionnaire in text form, and then the researcher calculated the participants’ answers. Furthermore, participants were answered based on their statements in an open questionnaire. The instrument of the observation was used for the students. Then the data collection was analyzed using Miles and Huberman (1994) method.

To conclude students' motivation and their exposure to learning loss, the data analysis from the questionnaire is used in this paper to address the following questions and explain the sections that follow: (1) understanding the meaning of data analysis; (2) analysis when collecting data; (3) data reduction; (4) data presentation; and (5) conclusion and verification (Fellows & Liu, 2021).

RESULT AND DISCUSSION

Results

The researcher supported the finding above with the data from Google Forms. The students answer all the questions in Google form. The first data about learning loss in covid-19 pandemic.

The first question: How sure are you experiencing learning loss due to virtual learning?
The first question to the students asked about the real condition of the students when they face learning loss due to virtual learning. In this situation, there was 37% were strongly sure and there were 50% had a sure answer. Were 87%. Learning loss happened in the students when the pandemic happened. Virtual learning or online learning is already practiced for students. The students were so sure about their learning loss due to virtual learning. Only 13% of students were not sure about the happening of learning loss when the pandemic covid-19 happened. The diagram pie can be seen in Figure 1.

![Figure 1. Students’ learning loss experience](image-url)
The Motivation of Students and Their Exposure to Learning Loss After the Pandemic

https://doi.org/10.46627/silet.v4i3.348

The second question: How sure are you experiencing learning loss due to social isolation related to Covid-19?
When the pandemic covid-19 there was social isolation, and the students experienced isolation too. Social isolation happened and learning loss also happened at the same time. According to the data the students who chose strongly sure about 33% and who chose sure 52%. The students who chose sure were about 85%. Then, only 15% of the students chose not sure about experiencing learning loss due to social isolation related to COVID-19. The diagram can be seen in Figure 2.

![Figure 2. Students’ responses to social isolation](image)

The third question: How sure are you experiencing learning loss due to Covid-19?
The pandemic Covid-19 can be the reason for learning loss. The researcher also asked for the Google form for the students, and the answer of the Google form was signed 39% of the students chose strongly sure, and 46% of students chose sure. There were 85% chose sure and only 15% of the students chose not sure. The diagram of the result can be seen in Figure 3.

![Figure 3. Students experiencing learning loss](image)

The fourth question: Given the COVID-19 epidemic, how certain are you that you won't be skipping online English classes?
Students who participated in this study selected 24% who were very sure, 48% who were confident, and 28% who were not sure. About 28% of students pursued online English classes, compared to approximately 72% of students who did not. After the COVID-19 epidemic, the subsequent online English classes were only required for voice notes, which were thereafter abandoned. They have no desire to participate in online English courses. The learning and teaching processes were not well-run since the kids did not adhere to the English lesson. The children were not able to comprehend the content. They lacked sufficient knowledge of the subject.

![Figure 4. Students’ class present](image)
The Motivation of Students and Their Exposure to Learning Loss After the Pandemic

The fifth question: How sure are you not always submitting all your English assignments completely?

The submissions of the assignments of the students were so low. The proof had already been written in the diagram in Figure 5. The students chose strongly sure 34%, the students chose sure 34%, and not sure 32% to submit all the assignments from their researchers. The students did not submit all English assignments 68% and the students who submitted 32%. It was the result based on the proof in Google Classroom. It was proven that there were more who did not submit assignments than those who submitted assignments. The COVID-19 pandemic made the students not care about their duties or assignments from the teacher. It had a different percentage of 36% between the students who always submitted the assignment and the students who did not always submit the assignment to Google Classroom. The poor process of teaching and learning happened. This situation made the education worse.

![Figure 5. Students' duty submission](image)

Additionally, the data came from an open-ended Google Forms questionnaire for the researcher. Students were given an open-ended questionnaire to express their opinions on the loss of learning during the COVID-19 pandemic. There were five questions in this questionnaire.

The first question asked concerned the challenges students had in studying English amid the epidemic, which resulted in learning loss. The students explained that the following factors contributed to their struggles: 1) problems with the internet network; 2) unclear instructions from teachers; 3) procrastination on the part of the students; 4) insufficient data or quota; 5) difficulty understanding the study material; 6) a propensity to prioritize gaming; and 7) economic difficulties. Based on replies to an open-ended questionnaire, these seven characteristics were shown to be associated with learning loss during the COVID-19 pandemic. The results of the house visits closely matched the information gathered from the open questionnaire, the researcher found. Upon examining the factors contributing to learning loss, most students identified financial difficulties, insufficient educational technology, and inadequate parental and environmental support. Three critical elements, a subset of the seven criteria found in the previous house visits, were found in the responses to the open questionnaire.

The other data that supported the finding had been found in the Google Form in the second part question. It was about motivation. The researcher also needed to ask the students about their motivation for the students when covid-19 pandemic happened. The data was needed because the researcher wanted to know more about the real motivation research in covid-19 pandemic. The result questions that asked about motivation in question number 6 until number 10.

The sixth question: How strong was your motivation to research during the Covid-19 pandemic?

The motivation to learn from the students was so low. It can be seen in the diagram below. The students had 41% weak motivation and 33% very weak motivation. The diagram in Figure 6
shows the students did not have enough motivation to research in covid-19 pandemic. There were only 26% had enough motivation to study during covid-19 pandemic.

**Figure 6. Students’ motivation**

**The seventh question**: How strong is the motivation given by parents to learn English during Covid-19?

Parents have to give motivation to the students in every time and every situation. This situation shows the parents did not give enough motivation to the students. Many students did not receive the motivation from their parents. The diagram in Figure 7 shows only 14% of the students received strong motivation from their parents. On the other hand, 44% and 42% did not receive motivation from their parents.

**Figure 7. Motivation parents given**

**The eighth question**: How strong is the type of motivation to learn English in the form of verbal advice during COVID-19?

Verbal advice was not received by the students from around the students. Besides the motivation from the parents, the students also did not receive motivation from the people around them. Motivation of verbal advice can be received from their relatives, but it was not received when covid-19 pandemic happened. The diagram in Figure 8 below shows that 63% and 18% of the students had weak motivation around them. Only 19% of students got verbal advice from around the students.

**Figure 8. Verbal motivation**
The Motivation of Students and Their Exposure to Learning Loss After the Pandemic

The ninth question: How strongly did you get the motivation to learn English directly from your English researcher during the pandemic?
The motivation was so low too that was received by the students from their teacher. Even the teacher gave full motivation, but the students did not care about the motivation that was given by the teacher. Many students confessed they received weak motivation from their teacher. The diagram in Figure 9 shows that 50% and 28% of the students got weak motivation to learn English directly from English teachers during the pandemic. Then, chose a strong 22% of students.

![Figure 9. Teacher motivation](image)

The tenth question: How strong did you receive the motivation to learn to be used as a motor for learning English during the COVID-19 pandemic?
The motivation to learn to be used as a motor for learning English was so weak. The diagram in Figure 10 shows 63% and 20% of the students said the motivation to learn was so weak when it became the motor of learning English. Only 17% had a strong motivation to learn when it became the motor to study English.

![Figure 10. Motivation to learn](image)

The other data from the open questionnaire about motivation was found by the researcher. The second question is, who motivated to learn English during the pandemic? Explain! The students answered that the people who gave motivation were 1) parents, 2) teachers, 3) friends, 4) the students’ self, 5) brother or sister, and 6) no one. The motivation that students got there was not usually what they got. Some of the students did not get motivation from everyone, and no one supported the students in studying even their parents, because their parents were already confused about how the members of their family could survive in COVID-19 pandemic.

The third question in the open questionnaire is, how important is the motivation you get to learn English during COVID-19? Explain! All the students wrote that the motivation to study English was so important. However, they did not get enough motivation from those around them. The reason, people around them only thought about how to survive COVID-19 in a pandemic situation, and how they could survive, being eaten in a pandemic situation. The poor situation was everywhere when the pandemic happened.
Discussion
Learning Loss happened to the students during the COVID-19 pandemic when the researcher found the data from Google Forms began from a closed questionnaire in the first question until the fifth question. The first question was answered by the students 37% were strongly sure and there were 50% had a sure answer. Only 13% of students were not sure about experiencing learning loss due to virtual learning. The second question was answered by the students who chose strongly sure about 33% and who chose sure 52%. Then, only 15% of the students were not sure about experiencing learning loss due to social isolation related to Covid-19. The third question was answered by the students, 39% of the students chose strongly sure, and 46% students chose sure. Only 15% of the students were not sure about experiencing learning loss due to COVID-19. The fourth question was answered by the students who chose strongly sure 24%, the students who chose sure 48% and not sure 28% only for not always following online English lessons during the Covid-19 pandemic. The fifth question was answered by the students who chose strongly sure 34%, the students who chose sure 34%, and not sure 32% not always submit the assignment completely.

It is clear from analyzing the available data that, regarding their educational experiences during the COVID-19 epidemic, 33.4% of students expressed great assurance, 46% were certain, and 20.6% were doubtful. Moreover, 79.4% of students said they had experienced learning loss, while 20.6% of those who answered doubtfully are taken to not have had learning loss. This study examines the effects of the pandemic and the temporary switch from in-class instruction to online instruction for seven weeks on the writing abilities of first-graders in Norway as a distinct observation of learning loss. Assessments taken soon after the online course ended showed a decline in learning, with first-graders from the same schools scoring worse on tests of writing quality, handwriting fluency, and writing attitudes than those who took the tests a year earlier, before the pandemic (Dorn et al., 2020). This research wrote how the learning loss happened in the first grade. The writing score was lower. The researcher presented the data above, learning loss was experienced by the students.

The researcher found the data from the students in Google form about the degrees of motivation. The data was stated in the close questionnaire from question number six until number ten. The sixth data was answered by the students who had weak motivation 41% and had very weak motivation 33%, and there were only 26% who had strong enough motivation to study during covid-19 pandemic. The seventh data stated the students had weak motivation from their parents 44%, had very weak motivation 42% and strong motivation 14%. The eighth data showed weak motivation to learn English in the form of verbal advice from around of the students 63%, very weak 18%, and only 19% of students got strong advice. The ninth data showed that 50% of the students chose weak, 28% the students chose very weak and only 22% of the students chose strong motivation to learn English directly from an English teacher during the pandemic. The tenth data stated that 63% of the students chose weak motivation to learn to be used as a motor for learning English, 20% very weak. Then only 17% of the students chose strong motivation to learn to be used as a motor for learning English. This finding is contrasted by Fryer and Leenknecht (2023) that argues, pandemic and learning loss could not impact the students' motivation. The information above demonstrated that, on average, 52.5% of students who responded to the Google form selected weakly, 28.2% selected extremely weakly, and 19.6% selected strong individuals. The COVID-19 epidemic has an impact on students' enthusiasm to learn. 84.4% of kids in the COVID-19 program lacked enthusiasm to learn. Then, just 19.6% of the students were very motivated to learn.

The data gathered via Google Forms, in conclusion, highlights the significant influence of the COVID-19 epidemic on students' academic paths and motivation. Looking more closely at the answers to the first five questions, we find that many students admitted to the impact of the epidemic on their education, especially when it came to online study and the negative effects of being alone. A significant proportion of students confirmed that they had suffered from learning loss, whereas many others voiced differing degrees of doubt in this respect.

Studies in Learning and Teaching
https://scie.journal.com/index.php/SiLeT
Concerning learning loss during the pandemic, the results show that, overall, 79.4% of students either strongly felt or were sure of having experienced it; just 20.6% voiced hesitation, suggesting that they did not encounter such difficulties (Metallinou, 2020) conducted research on first-grade kids in Norway that provides more support for the idea that there was a learning loss during the pandemic, especially when it comes to the students' decreased writing abilities.

Additionally, the information explored how motivated the kids were throughout this difficult time. The majority of students reported weak or extremely weak motivation, according to the answers to questions six through ten. These results suggest that the pandemic had a major effect on students' motivation since many of them either didn't have the desire to study or used motivation as a spur to pick up English from their parents or professors. This runs counter to the claim made (Hall, 2019) that students' motivation was unaffected by the epidemic.

Conclusively, the information gathered from Google Forms and the Norwegian study carried out by Skar et al. (2022) demonstrates the significant impact of the COVID-19 epidemic on students, leading to a decline in motivation and a loss of learning. During this time, the majority of students acknowledged the difficulties in studying, and a significant proportion showed a decline in motivation. These results demonstrate the pandemic's wide-ranging effects on education and underline the necessity of addressing these problems in upcoming planning and assistance initiatives for education.

CONCLUSION
The information previously discovered during the study procedure. The average of the students who selected "strongly sure" (33.4%), "sure" (46%), and "not sure" (20.6%) was determined by analyzing the data. 79.4% of the students reported experiencing learning loss during the COVID-19 pandemic, whereas only 20.6% of the students who selected "not sure" reported not experiencing any learning loss during the pandemic. This indicates that during the COVID-19 epidemic, nearly every student suffered from learning loss.

The additional information demonstrated that, on average, students who responded to the Google form selected weak (52.5%), extremely weak (28.2%), and strong (19.6%). My desire to learn from the students was prompted by the COVID-19 pandemic crisis. 84.4% of kids in the COVID-19 program lacked enthusiasm to learn. Then, just 19.6% of the students were very motivated to learn. The evidence indicates that students are not very motivated when they are experiencing learning loss. Students' motivation might be affected by verbal advice concerning their peers and physical skills, unclear influence from their instructor, and inadequate impact from their parents.

Hopefully, the students should have had the motivation to learn in every situation. The COVID-19 pandemic had over through our lives. The students must have goals so they are always motivated to achieve them. They must be looked forward to achieving a dream that will come true. The teacher is expected to continue to guide the students to be able to motivate the students to learn always. All the moment, all the situation the teacher has to create innovation to give the students enough motivation to study. And for the last other researchers should analyze other aspects of learning loss, not only mitigating learning loss can be the other. The result of this study may be used as early information to conduct further research.

REFERENCES


---

**Author(s):**

*Abd. Syakur (Corresponding Author)*

Department of English Education, Faculty of Post Graduate Program, STKIP PGRI Sidoarjo,
Jl. Kemiri, Sidoarjo 61201 Indonesia
Email: syakurabdmpd@gmail.com

Wahyu Sudrajad
Department of English Education, Faculty of Post Graduate Program, STKIP PGRI Sidoarjo,
Jl. Kemiri, Sidoarjo 61201 Indonesia
Email: wahyuderajad19@gmail.com

Sutri Winurati
Department of English Education, Faculty of Post Graduate Program, STKIP PGRI Sidoarjo,
Jl. Kemiri, Sidoarjo 61201 Indonesia

Shouket Ahmad Tilwani
Department of English, College of Science and Humanities, Prince Sattam Bin Abdulaziz University, Al-kharj 11942, Saudi Arabia
Email: s.tilwani@psau.edu.sa