



# Al-Hikmah: Jurnal Studi Agama-Agama

Issn: 2407-9146 (Print)

Issn: 2549-5666 (Online)

Website: <http://journal.um-surabaya.ac.id/index.php/Ah>

Al-Hikmah: Jurnal Studi Agama-Agama/Vol. 8, No. 2 , 2022 (157-170)

## STRATEGIES TO OVERCOME LEARNING LOSS OF ISLAMIC EDUCATION IN THE POST-PANDEMIC ERA

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### Abstract

Online learning is one solution to replace face-to-face learning in current conditions, but online learning cannot replace face-to-face learning, which can develop holistic thinking skills. Therefore, this article aims to find a strategy to overcome learning loss in Islamic education in the pandemic era. This type of research is qualitative field literature research with a descriptive analysis approach. To explore the strategy for overcoming learning loss in Islamic education in the pandemic era. This research used a phenomenology approach. In its characteristics, the phenomenology approach will show an in-depth understanding of the learning loss and its solutions. The analysis techniques are (1) content analysis, (2) Miles and Huberman (data collection, data reduction, data display, and data verification), and (3) data triangulation. The findings in this study are there are strategies to overcome the problem of learning loss, namely Creating a school atmosphere, Innovative learning media, the role of parents in understanding the material, Establishing communication with teachers.

Keywords: *learning loss, islamic religious education, lost generation, covid-19*

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### Introduction

Since Indonesia was hit by COVID-19, religious learning, especially Islam, had to carry out online learning, and various religious learning environments were also affected. We realize that all learning, including religious material, always encounters obstacles in some cases. However, with the many learning models that are carried out about the delivery of religious material, it is a solution so that religious learning can still be carried out even though online. At the same time, many students experience learning loss while studying online. Students do not feel they have studied at home for two years, and Islamic religious teachers will never know how much students understand the material presented.

Moreover, not all teachers are familiar with and can apply effective online learning methods to their students.<sup>1</sup>

In the COVID-19 pandemic era, there was learning loss, especially in school students' learning, because we never know how much students can receive, absorbing knowledge if only learning remotely. With the challenges of learning media, students are required to be active, and teachers must be able to read information using media zoom, meet, and google form to achieve teaching objectives. If the teacher does not understand social media, the result will be difficulty in delivering information.<sup>2</sup>

Sri Hidayati Djoeffan has been worried about learning loss since 2004. Learning loss has been shown by the low ranking of the Indonesian nation in terms of several international criteria such as HDI (Human Development Index), Technology Achievement Index (Achievement Technology Index), welfare level (Human Development) is low, and has even given birth to many children dropping out of school. There is a tendency to lose a generation in 2025 (lost generation). If the government of a country does not seriously pay attention to the direction and management of higher education, the country's economic and educational development will inevitably be hampered, including in Indonesia.<sup>3</sup>

Based on research from Jessica Jesslyn Cerelia et al., the areas with the highest risk of learning loss due to distance learning during the Covid-19 Pandemic are some outermost, leading, and underdeveloped areas (*Terluar, Terdepan, Tertinggal* 3T). It is hoped that the government can respond to this situation by paying more attention to areas with a high learning loss situation, namely by supporting infrastructure facilities in the implementation of distance learning evenly throughout Indonesia so that there is no gap in learning achievement. In addition, the elementary level has the potential for learning loss because it is the initial foundation for students to develop academically. If they are already exposed to the risk of learning loss in the early stages, there will also be difficulties for the next grade level.<sup>4</sup>

In his book, one of the education observers, Riadi, tries to reveal the various problems that plague our education world, especially after the emergence of the Covid-19 Pandemic. This epidemic that has spread throughout the world has greatly impacted the ongoing education process. Reszky also explained, There are 1.6 billion children who have to go to school through virtual classes around the world, including in Indonesia. According

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<sup>1</sup> Mirza Mahbub Wijaya and Ahmad Yusuf, "Character Education Management: Analysis of Character-Building," *Ta'dibuna: Jurnal Pendidikan Agama Islam* 4, no. 1 (2021): 2.

<sup>2</sup> Mirza Mahbub Wijaya and Mamdukh Budiman, "Character Development Based on Hybrid Learning in the Post-Pandemic Era," *At-Ta'dib* 16, no. 2 (2021): 171, <https://doi.org/10.21111/at-tadib.v16i2.6736> Available.

<sup>3</sup> Sri Hidayati Djoeffan, "Revitalisasi Pendidikan Sebagai Paradigma Peningkatan Kualitas Bangsa," *Mimbar* 20, no. 2 (2004): 220.

<sup>4</sup> Jessica Jesslyn Cerelia et al., "Learning Loss Akibat Pembelajaran Jarak Jauh Selama Pandemi Covid-19 di Indonesia," in *Seminar Nasional Statistika X* (Departemen Statistika FMIPA Universitas Padjadjaran, 2021), 14, <http://prosiding.statistics.unpad.ac.id>.

to him, closing schools and diverting schools based on internet networks have forced all components of education to run to answer the challenges of education in using information technology. This is what our world of education seems to be experiencing today.<sup>5</sup>

For the time being, PJJ (distance learning) is a solution and will control how students learn. This method can overcome learning loss. The goal of distance learning is actually to generate confidence in learning. The goal is to balance knowledge between religious knowledge and general lessons.<sup>6</sup>

Therefore, the lack of confidence here will be the dominant gap. How can teachers or Islamic boarding schools change their student's to teach with new patterns during the Pandemic? So that it will be able to produce graduates who can have an identity and do not become unemployed in the community. As an effort to overcome the failure of educational teaching patterns in schools.

Continuous online learning will result in the ineffectiveness of the learning process, primarily if the management of online PJJ activities is not carried out correctly. Online PJJ can have an impact that triggers learning losses during the Covid-19 Pandemic until now.<sup>7</sup>

In this study, the author explains a strategy to overcome learning loss in Islamic education in the pandemic era. The author tries to find out how big the problem of teaching Islamic education is in this pandemic era and looks for solutions through educational selectivity. According to Abudin Nata, education aims to educate the mind and soul and develop them to the limits that allow students to achieve happiness in life in this world and the hereafter.<sup>8</sup>

## **Methodology**

This research is entirely a library research type with various literature related to learning loss. This research used a phenomenology approach. In its characteristics, the phenomenology approach will show an in-depth understanding of the learning loss and its solutions. The analysis techniques are (1) content analysis, (2) Miles and Huberman (data collection, data reduction, data display, and data verification), and (3) data triangulation.

## **Results and Discussions**

### **Learning Loss in Islamic Education**

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<sup>5</sup> Reszky Fajarmahendra Riadi, *Learning Loss Di Indonesia: Serta Alternatif Solusi Pemecahannya* (Jakarta: Penerbit Irfani, 2021), 2.

<sup>6</sup> Mirza Mahbub Wijaya, "The Unity of Science Paradigm, Challenges, and Solutions In Pandemic Era," *Living Islam: Journal of Islamic Discourses* 4, no. 1 (2021): 26.

<sup>7</sup> "Mengenal Learning Loss, Kondisi Yang Ditakutkan Nadiem," CNN Indonesia, accessed September 26, 2021, <https://www.cnnindonesia.com/gaya-hidup/20210922183800-284-698049/mengenal-learning-loss-kondisi-yang-ditakutkan-nadiem>.

<sup>8</sup> Abudin Nata, *Manajemen Pendidikan: Mengatasi Kelemahan Pendidikan Di Indonesia* (Jakarta: Prenadamedia group, 2003), 85.

Education in Islam has a high position because through education, humans can gain knowledge, and with it, humans can know their God to achieve *ma'rifatullah*. One's worship will also be meaningless if it is not accompanied by knowledge. Likewise, a person's height which is determined by his faith, is also very much determined by the quality of one's wisdom. Because science is decisive, education about acquiring knowledge is essential.<sup>9</sup>

Islamic education is a process of individual and social arrangement that can cause a person to submit and obey Islam and apply it perfectly in individual and community life.<sup>10</sup> That means that we can understand that education has a goal, namely to create people who have faith and piety and are knowledgeable and skilled.

Islamic education can be translated as *tarbiyyah* Islamiyyah, which contains the concepts of *ta'lim* (instruction), *ta'dib* (backing or supporting), and other subconcepts, such as *hikmah* (wisdom), *'adl* (justice), *amanah* (trust), and the extremes are *khalîfah* (caliphate) and *'ibâdah* (worship).<sup>11</sup> At the same time, Islamic education is a process of individual and social arrangement that can cause a person to submit and obey Islam and apply it perfectly in individuals and society<sup>12</sup>. That means that we can understand that education has a goal: to create people who believe and laugh and are knowledgeable and skilled.<sup>13</sup>

The concept of learning and teaching is presented a lot in some tarbawi hadiths. One of them is the hadith of Sunan Ibn Majah number 329:

حدثنا يعقوب بن حميد بن كاسب المديني حدثني اسحق بن ابراهيم عن صفوان بن سليم عن عبيدالله بن طلحة عن الحسن البصري عن أبي هريرة ان النبي صلى الله عليه وسلم قال أفضل الصدقة أن يتعلم المرء المسلم علماً ثم يعلمه أخاه المسلم

"Has narrated to us Ya'qub ibn Humaid ibn Kasib Al Madani said, has narrated to me Ishaq ibn Ibrahim from Shafwan Sulaim from Thalhaf from Al-Hasan Al-Bashri from Abu Hurairah that the Prophet sallallaahu 'alaihi wasallam said: "The most important charity is a Muslim who studies a discipline and then teaches it to his fellow Muslims."

The hadith above explains that the most important charity is studying a science discipline and teaching knowledge to fellow Muslims. In this case, knowledge is helpful

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<sup>9</sup> Habrun, "Urgency of Islamic Education in Constructing Noble Behavior: Family Structure As the Basis and Foundation of Micro-Scale Community Reform Commencement," *Didaktika Religia* 5, no. 1 (2017): 199, <https://doi.org/10.30762/didaktika.v5i1.858>.

<sup>10</sup> Muzayyin Arifin, *Kapita Selektta Pendidikan Islam* (Jakarta: PT. Bumi Aksara, 2009), 108.

<sup>11</sup> Mahfud Junaedi and Mirza Mahbub Wijaya, "Islamic Education Based on Unity of Sciences Paradigm," *Ulul Albab* 22, no. 2 (2021): 296, <https://doi.org/10.18860/ua.v22i2.12031>.

<sup>12</sup> Rully Rina Widayarsi and M. Mukhibat, "Reposisi Dan Reaktualisasi Pendidikan Madrasah Dalam Memperkuat Eksistensi Pendidikan Di Era 4.0," *Edukasia: Jurnal Pendidikan Dan Pembelajaran* 1, no. 1 (2020): 27.

<sup>13</sup> Nur Cholid and Rois Fauzi, "Nilai-Nilai Pendidikan Islam Dalam Budaya Sadranan Di Desa Ngijo Kecamatan Gunungpati Kota Semarang," *Jurnal PROGRESS: Wahana Kreativitas Dan Intelektualitas* 8, no. 1 (2020): 24, <https://doi.org/10.31942/pgrs.v8i1.3441>.

to share with fellow people of God. Practical knowledge will be *shodaqoh jariyah* in the hereafter; even if we do not have the property to give alms, we can still give alms with the knowledge we teach others. Even alms with knowledge is categorized as the most critical alms. The verse that explains learning loss is al-Qur'an surat Lukman verse 13

وَإِذْ قَالَ لُقْمَانُ لِابْنِهِ وَهُوَ يُعْطِيهِ يَا بُنَيَّ لَا تَشْرِكْ بِاللَّهِ إِنَّ الشِّرْكَ لَظُلْمٌ عَظِيمٌ

"And [mention, O Muhammad], when Luqman said to his son while he was instructing him, "O my son, do not associate [anything] with Allah. Indeed, association [with him] is great injustice." (English Sahih Translation)

The verse explains that the most emphasized education is character education carried out by parents from home. Because education from parents is the first education a child gets before getting an education from outside, such as schools or madrasas. Furthermore, the verse explains that parents, as the first teacher, will forbid children to do things that are not following religious teachings.<sup>14</sup> The synergistic relationship between parents and teachers is improved. An understanding of education is in line with the applicable education regulations.

Learning loss is a hotly discussed issue today. The meaning of learning loss is a decrease in learning ability.<sup>15</sup> Understanding Learning loss, in general, is a condition that causes loss of learning opportunities due to reduced intensity of interaction between students and teachers, resulting in a decrease in the mastery of competence. In other words, the loss of specific knowledge and skills impacts the decline of the educational process.

Distance learning cannot be separated from gaps that cause this learning system to be less effective. One thing that is feared is that if distance learning takes place over a long period, it will impact learning loss. The Education and Development Forum (2020) means that learning loss is a condition where students lose knowledge and skills, both in general and in particular, or there is an academic setback due to certain conditions such as a prolonged gap or interruption of education. process. The learning loss that is feared to occur is limited interaction between educators and students, limited interaction between students and other students, learning time problems, lack of concentration and loss of focus, and lack of student absorption of the learning materials provided.<sup>16</sup>

The whole world affected by the Covid-19 Pandemic has closed its schools and carried out teaching and learning activities through cyberspace. This was conveyed by Reszky Fajar Mahendra Riadi in his latest book *Learning Loss di Indonesia: Serta Alternatif Solusi Pemecahannya*.<sup>17</sup> This epidemic that spreads throughout the world dramatically impacts the ongoing process of education. Reszky also explained that there

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<sup>14</sup> Wijaya and Yusuf, "Character Education Management: Analysis of Character-Building," 2.

<sup>15</sup> Riadi, *Learning Loss Di Indonesia: Serta Alternatif Solusi Pemecahannya*, 1.

<sup>16</sup> Cerelia et al., "Learning Loss Akibat Pembelajaran Jarak Jauh Selama Pandemi Covid-19 di Indonesia,"

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<sup>17</sup> Riadi, *Learning Loss Di Indonesia: Serta Alternatif Solusi Pemecahannya*, 2.

are 1.6 billion children who have to go to school through virtual classes worldwide, including in Indonesia. According to him, closing schools and diverting schools based on internet networks have forced all education components to run to answer the education challenges in using information technology.

Then, how? What are the consequences? Various consequences can occur. For example, 1) decreased enthusiasm for learning, 2) increased stress levels for students, 3) and increased dropout rates. This situation has become a severe problem in the continuity of learning, especially in implementing distance learning activities (PJJ). With the reality of education so gloomy, it is necessary to make methodological, strategic, and tactical efforts to unravel these problems. Of course, in this case, all elements of the nation, starting from the community, education staff, and teachers to the Ministry of Education and Culture (now Kemendikbudristek) to be able to open their eyes to see this reality. Not only literate but also trying to present a solution.

Then efforts must be made to overcome the impact, which can be directly accepted by students, teachers, and academic experts. In addition, precisely through this satire, it can provide recommendations for the Ministry of Education and Technology to overcome the problem of learning loss in Indonesia. If we listen, the Covid-19 Pandemic has not yet ended, while the new academic year 2021 has to start. Since the Pandemic occurred, it has been almost three semesters that students have carried out the distance learning process (PJJ) from home online. This online learning changes students' approaches, models, strategies, and learning styles.

Continuous online learning impacts the ineffectiveness of the learning process, mainly if the management of online PJJ activities is not carried out correctly. It can have an impact that triggers learning loss during this Covid-19 Pandemic. Several factors for the occurrence of Learning Loss:

First, They were demanding the ability of teachers and parents of students as study companions at home to understand how to use learning media. However, many teachers are still not ready for this change in the online learning system. They still have to learn how to use media, applications, and features in online learning applications so that the learning process is interactive, effective, and meaningful.

Second, Meanwhile, the unpreparedness of parents in online learning assistance triggers students' discomfort in learning. So many students are getting bored with online learning and yearn to learn face to face. They expect the teacher's real presence helping solve problems without being separated by distance.

Problems in online learning impact students doing limited face-to-face learning. This makes schools obliged to provide face-to-face learning options to parents by implementing strict health protocols to prevent the transmission of Covid-19 in schools. Therefore, it is necessary to choose the right and safe learning process to avoid learning loss for students. Several factors cause students to experience learning loss:

1. The online process is done suddenly without being accompanied by the readiness

of schools, teachers, and parents.

2. The intensity of teacher-student interaction is reduced
3. Not all teachers are able to use online learning media applications
4. Not all parents are ready and able to accompany their sons and daughters to learn independently online at home
5. Students are not ready to face changes in learning strategies and styles from face-to-face to online learning.
6. There is a gap in purchasing data and internet network quotas in media facilities.
7. Students are getting bored with the online learning process that is continuously being carried out.

The problems above must be solved with the right solution. The strategies to overcome learning loss in Islamic education in the pandemic era are as follows:

- a. Creating a school atmosphere, we can create a comfortable learning atmosphere so that children do not lose their enthusiasm for learning. Before learning to greet children with good morning greetings and telling them to take a shower before carrying out PJJ lessons, wear a uniform, for example, try to keep the child disciplined, listen to the teacher's lessons and not lose focus or play during class hours.
- b. Innovative learning media; During the learning process such as PAI the teacher does not just read and write. The teacher must have innovations to increase the enthusiasm of students' learning. An example of innovation is that teachers introduce students to the surrounding environment. Learning with the surrounding environment may be easier to understand than textual learning. Don't just study in the room, but get to know the surrounding environment, such as natural resources and the social environment, learn the prayer chapter; introduce children to mosques, when learning about the environment, try to keep implementing health protocols so that children avoid Covid-19.
- c. Parents must understand the material; children are asked to understand school lessons, but parents are also expected to understand the learning material that children are studying. The aim is to control the child's learning process during distance learning/ PJJ. When this assistance is carried out, children do not understand what the teacher is teaching, parents can help explain the material taught by the teacher. So that children can answer the homework questions given. But when parents do not help him, there will be a loss of enthusiasm, and interest in learning loss, because there is no one to help answer the problems he is experiencing.
- d. Develop favorite talents; Usually, the child looks bored when the activity is monotonous, we should not force the child to do activities that they do not like. We need to find out what interests the child likes to increase enthusiasm for learning. If we see children like to do drawing activities, like to read the Qur'an, sing solawat, provide support by providing drawing equipment, giving examples of correct reading of the Qur'an or we invite them to listen to solawat songs.
- e. Communicating with teachers: Learning without face-to-face or online cannot be a reason for parents not to interact with teachers at school. Parents need to communicate regularly with the school to determine their children's learning progress. Meanwhile, the teacher must be responsive by providing a group through

the WhatsApp application containing a group of parents. The use of these groups to provide information from teachers to parents or vice versa.<sup>18</sup>

The distance learning process usually includes e-learning to download materials, assignments, worksheets, video tutorials, and learning evaluation tests. It can be with interactive discussions between teachers and students using the Zoom or Google meet application. While face-to-face learning is limited, each class is divided into odd and even groups; each class contains 50% of the students, namely 16 children. This class division is none other than the implementation of social distancing. There are only 2 lessons for each face-to-face learning with the length of study for each lesson 2 x 45 minutes without a break. Serves to maintain security and comfort in limited face-to-face learning, always applies 3M discipline, washes hands, wears masks and keeps a distance.<sup>19</sup>

The teacher can review feedback on the work during learning when face-to-face is limited. Meanwhile, students can conduct practical activities and discuss learning materials to improve competence. As for learning loss, if there is a decline in learning, it can be overcome through blended learning with the following benefits:

- a. Able to provide a bridge for students' lack of understanding of the learning materials given when learning online.
- b. Prevent boredom, boredom of students after learning online.

Teachers can motivate students to stay enthusiastic and complete all learning tasks. As a result, it will reduce the potential for students to drop out of school due to online learning, which makes children bored.<sup>20</sup>

Blended learning is carried out through online distance learning and face-to-face learning. Blended learning methods can be used to overcome students' difficulties in mastering concepts and content. The trick is combining face-to-face learning at school and online distance learning from home.<sup>21</sup>

Odd groups enter while even groups go online, or vice versa; even groups enter while odd groups take turns studying online. So each class must follow the lessons in turn every week. We have implemented it with limited face-to-face schools utilizing Blended learning in our schools. Using blended learning may still be difficult for elementary school children because there is no readiness to follow the changes. Meanwhile, students of SMP, SMA, SMK can be applied because their thinking develops through analysis. Students can also carry out practical activities and discussions of learning materials to improve competence.

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<sup>18</sup> M. Qomar, *Manajemen Pendidikan Islam: Strategi Baru Pengelolaan Lembaga Pendidikan Islam* (Surabaya: Erlangga, 2018).

<sup>19</sup> Mustajab, Hasan Baharun, and Zakiyah Fawa'iedah, "Adapting to Teaching and Learning During Covid-19: A Case of Islamic School's Initiative of Self-Regulated Learning," *Nadwa: Jurnal Pendidikan Islam* 14, no. 2 (2020): 241–64, <https://doi.org/10.21580/nw.2020.14.2.6515>.

<sup>20</sup> Kurnia Muhajarah and Silvia Riskha Fabriar, "Menjaga Mutu Pendidikan Di Tengah Pandemi Covid-19 : Studi Pembelajaran Online Di Universitas Islam Negeri Walisongo Semarang," *JUSTEK: Jurnal Sains Dan Teknologi* 3, no. 1 (2020): 42–49.

<sup>21</sup> E Munastiwi, "Synergy of Parents and Teachers in Students Learning to Instill Religious and Moral Values in the Pandemic Period," *Jurnal Pendidikan Agama Islam* 18, no. 1 (2021): 25.



Our success or failure in learning students can depend on how the teacher can present a comfortable and fun way of learning so that the child or student does not feel bored studying. This is where the effectiveness of learning, even though there are things that have not been successful, there may be things that we need to review, evaluation is the main solution.

### **Lost Generation and Strategy to Deal With It**

Several scholars use the term Lost Generation in different ways. According to Daniel Markovic about the situation of young people in the labour market, it is mainly used in the media – in news, interviews, and analysis. The term Lost Generation is sufficient to describe the situation of the 15–24 year age group in the labour market in the European Union.<sup>22</sup>

In this paper, lost generation means no direction due to the neglect of children's education during the pandemic era. We know that in 2020 the UN will not be carried out because the country is experiencing a pandemic, it will be replaced with the AN/National Assessment if this fails to be implemented in 2021, meaning that for two years there has been no evaluation of national education achievements. Even though evaluating education during the pandemic season is critical to measure learning effectiveness amid limitations. So children or students who are growing and developing must be facilitated by good education

The ongoing Pandemic puts children at risk of experiencing several psychological problems. How traumatized our children will be in the decades to come with the conditions we are experiencing now; children who are isolated, children who lose their parents, and children who are sick are entrusted to neighbours. The Word of Allah in Surah At-Taubah: 122

وَمَا كَانَ الْمُؤْمِنُونَ لِيَنْفِرُوا كَافَّةً فَلَوْلَا نَفَرَ مِنْ كُلِّ فِرْقَةٍ مِّنْهُمْ طَائِفَةٌ لِّيَتَفَقَّهُوا فِي الدِّينِ وَلِيُنذِرُوا قَوْمَهُمْ إِذَا رَجَعُوا إِلَيْهِمْ لَعَلَّهُمْ يَحْذَرُونَ

*"And it is not for the believers to go forth [to battle] all at once. For there should separate from every division of them a group [remaining] to obtain understanding in the religion and warn their people when they return to them that they might be cautious." (English Sahih Translations)*

Ibn Abbas narrated that when the Prophet was on the battlefield (Ghazwah), all the Muslims took part with him on the battlefield, even in battles in which the Prophet himself did not participate (Sariyah), this verse came down in the context of Sariyah, because all the Muslims left the war. Finally, Rasulullah preached alone in Madinah, then this verse came down so that not all Muslims go on jihad, but a group of them must stay to study

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<sup>22</sup> Daniel Markovic, "The Youth in The European Labour Market. Is It Lost Generation?," ed. U. Berkis and L. Vilka, *SHS Web of Conferences* 51, no. 01001 (2018), <https://doi.org/10.1051/shsconf/20185101001>.

with the Prophet for the sake of the future and teach the companions who fought when they return from the battle. The phenomenon of Ghazwah and Sariyah is also a matter of priority because the Prophet is still declining revelation and looking at future generations.

An Egyptian poet named Sheikh Mustofa al-Ghalayani through his poem said:

لَنْ فِي يَدِ السَّبَّانِ أَمْرَ الْأُمَّةِ وَفِي أَقْدَامِهَا حَيَاتِهَا

*"Indeed, in the hands of the youth is an ummah, and at their feet is the life of the ummah".*

If the Pandemic has not slowed down, the government needs to issue PTM guidelines. Moreover, children aged 6-11 years have also been vaccinated in the second semester of the 2021/2022 academic year, so we need to be especially vigilant about the new Omnicron virus after post-Covid-19. All parties must put students' mental health and safety as a top priority.<sup>23</sup>

So that interaction with education is not lost, parents can bring private teachers to their homes so that children can study or can create study groups. If teachers are not ready, the government's task is to equip teachers with skills to carry out distance learning, and this was felt to be an obstacle in the education sector even before the Pandemic. So it is necessary to provide teachers with distance learning skills in future teacher training programs.

According to Judge Abdul Azis, there is a need for scientific integration to face the new average era, lest the problem of learning loss become a thorn in Islamic education. The task of teachers and parents is to complement each other, and establish good communication. Before teaching the teacher must first arrange the methodology or teaching method that needs to be appropriately arranged. We look at the pattern of education in Islamic boarding schools, especially in the Annasimiyah Foundation Elementary School Semarang, the Kauman Glondong Islamic Boarding School Ustadz Turmudzi, the Darussalam Watucongol Islamic Boarding School or also the Gontor Ponorogo Islamic Boarding School, as well as general education schools including education that dares to express.<sup>24</sup>

Facing problems resulting from the Pandemic such as; social problems, psychology, culture, and institutions, it seems that we need reinforcement so that it does not fade in learning, namely: First, strengthening in knowledge in our teaching patterns not only using literacy such as writing, reading, counting. We have to implement new literacy, namely: data literacy, technology literacy, human resource literacy. As Islamic education teachers, we need to appear as digital teachers, and understand computers.

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<sup>23</sup> Biyanto, "Menjawab Tantangan Lost Learning Dan Lost Generation Di Tengah Pandemi," 2021, 21, <https://banpauddpnf.kemdikbud.go.id/berita/menjawab-tantangan-lost-learning-dan-lost-generation-di-tengah-pandemi>.

<sup>24</sup> Hakim Abdul Aziz, *Integrasi Keilmuan Dalam Menghadapi New Normal Pada Masa Pandemi Covid-19* (Tulungagung: Akademia Pustaka, 2020), 2-5.

Second, strengthening management: Our principal's management process is integrated with intelligence from the Aswaja Islamic perspective. Aswaja's basic nature, such as sincerity, compassion, and also husnuzon, gives rise to actions to help, and establish good relations with school residents. Third, spiritual: in this spiritual strengthening, we need strengthening with a divine vision. The potential for worship requires spiritual development systematically and sustainably, namely combining thinking, feeling, and soul processing.

Learning to overcome learning loss will be successful if we apply: First, Collaborative learning is a process of gaining knowledge or expertise by learning together. The collaborative has two strengths: a. practical realization that life outside the classroom requires collaborative activities in real life. b. raise awareness of social interaction to realize good learning. This learning process by method; active learning depends on context, students have various backgrounds, and learning is social.

Education includes learning activities with mutual understanding and respect for one another. Second, namely Equality justice / equal justice; In learning, all students have the same rights to acquire knowledge in education.<sup>25</sup> Third, responsibility: all elements are responsible for educating students (principals, teachers, employees, and the environment). Fourth, Research-based learning by resetting what they learn can refer to journals

### **Conclusions**

The implementation of strategies to overcome learning loss in Islamic education has a big role in educational reform because if we analyze the various problems of PJJ learning during the Pandemic that exists in Islam, including Islamic education, what we want is: to change teaching methods, direct students or students to teach interpretation. Moreover, teach how to use it in the teachings of Islam. Those who are right teach him to be wise, while those who are smart teach him to be more accurate and honest. However, unfortunately, if the intention to learn is not enthusiastic, we must be firmly motivated to learn. So that learning can run as desired.

Learning to overcome learning loss will be successful if we apply solutions: first Collaborative learning is a process of gaining knowledge or expertise by learning together. Second, namely Equality justice / equal justice; In learning, all students have the same rights to acquire knowledge in education. Third, responsibility: all elements are responsible for educating students (principals, teachers, employees, and the environment). Fourth, Research-based learning by researching what they learn can refer to journals. The indicators for lost generation are Generations that do not have clear goals, Generations

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<sup>25</sup> M.Tolchah, M.Sc sebagai narasumber dalam Webinar Nasional, LP Ma'arif NU, *Pembelajaran Inovatif dan Responsive Pasca Pandemi di Era Digital*, oleh DR. Fadil, M.Ag, Rabu, 22 September 2021 Pk. 11.00

that are passive to social change, Generations that do not have sound qualities, and global competitiveness.

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