Developing Self Awareness of Students in Religious Education to Reduce the Risk of Learning Loss in the Era of the Covid-19 Pandemic

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Abstract: This study aims to explain the forms of self-awareness of students as users of educational services, as well as how efforts to develop religious education to reduce the risk of learning loss during the Covid-19 pandemic era. This research is field research, namely literature based on contemporary critical problems today combined with a collection of several relevant library sources where the form of data is in the form of all forms of oral and written information from literary sources. The flow of analysis is in the form of collecting data sources from an up-to-date information medium. Data reduction ends with concluding when analyzing data in the form of presenting actual data today. The results showed that; First, education staff will analyze and record the causes and impacts of what gaps may occur in an unbalanced state in the understanding of the material by the students. Second, PAI education staff are not required to complete the targeted curriculum as long as they can adjust the learning needs of their students so that they will strive for all forms of material delivery with various methods adapted to the conditions at that time. The third is the need for communication between parents.

Keywords: Self Awareness, Religious Education, Learning Loss

INTRODUCTION

2019 is a year where the virus with the latest type of variant, namely the Covid-19 pandemic, has shocked the scene throughout the world, as a result of which life patterns changed 180°. In a very close and short time, the spread of the virus variant spreads like lightning to the mobility of human socialization until, in the third month of 2020, the State of Indonesia was explored by the virus variant. Cases of the chain of the spread of pandemic infections are increasing in various regional deepening throughout the archipelago.(Dkk 2020) To break the chain of the variance spread pattern so that there are no mutations, all forms of socialization activities, such as interaction, communication, reprimanding, and many other possible activities must be immediately limited.

The arrival of the covid-19 pandemic virus infection variant changes the joints of life to all daily human activities, especially changes, and significantly impacts the education sector. The Ministry of Education and Culture Nadiem Makariem and his staff also thought hard about the direction of educational learning patterns later during the pandemic, what it would be like and how. Thus, what issued a letter about the policy from

a joint decision from the four ministries of the Republic of Indonesia (ministry of education and culture research, ministry of religion, ministry of health, and ministry of home affairs) on the provisions of the SKB from the four ministers regarding guidelines that must be carried out during the implementation of KBM during the pandemic.(Kepala Biro Hukum Kemdikbud 2021) With all considerations and decisions from the minister, KBM, which was initially carried out face-to-face (conventional), will be applied to the pattern of learning in the network (online) from their respective homes, which later became known as PJJ (Distance Learning). The application of learning from home is not just a simple strategy. However, the existence of this PJJ emphasizes the safety of the inner birth for all subjects and objects of education to reduce the spread of the Covid-19 virus.

Two years The implementation of the PJJ learning pattern from 2020 to 2021 has had a lot of impacts and new problems that continue to come during its implementation. For students, such problems arise from the lack of internet access connection plus a lack of understanding of the teaching materials delivered by educational staff. The problem of education staff, such as students, began to be reluctant to respond to matters related to online learning, as a result of which the ethics of their students decreased as well as the problem that occurs in the parents of the students, namely still unable to manage family time.(Basar 2021)

The difficulties that arise when implementing PJJ create new problems that we know as learning loss. Learning Loss is defined as the KBM process, which in its implementation is considered less than optimal in the scope of schools/madrasahs during PJJ.(Andriani et al. 2021) To anticipate these obstacles, in early 2022, the learning pattern was changed again to a limited face-to-face. In this pattern, the implementation must go through the health process strictly and expressly. Departing from this problem, it raises the question of whether the application of limited face-to-face learning patterns is a solution or is it a new problem.

The problems that arise in the pandemic era are not to be overcome but to be managed and faced very well to be a motivation for us as future educators to develop a better version of educational learning patterns. But all the problems will be nil if students do not have an attitude of awareness of their responsibility as users of educational services, which is then known as self-awareness. And also, if it does not have a foundation of support in the sense of faith in the religious education it is engaged in, then the problem will never reach its bright spot.

Thus, the existence of this research article tries to describe more broadly about developing self-awareness of students in religious education to reduce the risk of learning loss during the COVID-19 pandemic. From these problems, there are several aspects that the author will discuss, including what are the forms of self-awareness of students as users of educational services. As well as how to develop religious education to reduce the risk of learning loss. It is hoped that this article can become a source of information for educational staff and other readers in the form of professional development as future educator candidates in order to improve the quality of an educational institution (general and religious) in creating diversity in the world of education.

METHOD

Researchers conducting a study with the title, "Developing Self-Awareness of Students in Religious Education to Reduce the Risk of Learning Loss in the Era of the Covid-19 Pandemic", will explain in more detail related to the reasons for choosing this literature method. With this type of research resting on contemporary critical problems today, it is combined with a collection of several library sources relevant to the research. When a researcher examines a recent case, a real event that is faced significantly by all humans in the era of the covid-19 pandemic, then a major interest will be placed on the original phenomenon. The case refers to various events that empiric occurred in the present day.(Nugrahani 2014)

This literature review will usually be presented with a variety of information collections of actual, current, relevant data derived from literature sources both from books, article journals, important documents, and circulars in this research.(Sari 2020) Because the presence of a researcher in the research of the article is entirely absolutely necessary because the position of the researcher here is as an instrument that will collect in prioritizing some data; thus, the presence of this researcher is necessary for the deciphering of his data. Because the position of the researcher here is as the main actor, a researcher can look at the phenomenon to be studied directly or abstractly. Occupying a position that can be said to be quite complicated because a researcher here who will plan, the implementation of collecting data and its analysis, the interpretation ends with a conclusion and also in this research model the materials collected from some data researchers will dig further to produce the results of the idea of achieving the latest ideas which will be deducted from previous knowledge. Hopefully, this development will be used as a problem solver by the readers.

1. **Research Approach**

The library research method is the approach that will be taken and chosen by the researcher in a study, especially in that case which aims to make the reader later understand a series of structured activities carried out by a researcher in the study of his literature and in choosing this approach will later be able to express several opinions that can be developed in this study.(Sari 2020) This study not only aims to provide final results in the form of conclusions and review the results of other researchers' literature, but we must pay close attention to the procedures, the use of methods, the processing of literature studies, and other material tools that will be used to make it easier to find a collection of data from the study of phenomena raised by researchers.(Khatibah 2011)

The research used by a researcher uses a descriptive type, whereas the journal-article research will describe the entire fact in real terms with an empirical state accompanied by several reinforcing arguments that are relevant to the phenomenon he will be studying. The researcher will elaborate by analyzing and then providing a final conclusion that will be analyzed later. This methodology aims to describe how the facts that occur in the development of Self Awareness of Learners in Religious Education Reduce the Risk of Learning Loss in the Era of the Covid-19 Pandemic.

2. **Data Source**

Some of the findings from relevant data sources related to the problems raised by a researcher in the phenomenon are secondary data in the form of journal articles, relevant books, magazines, important documents, circulars, etc.(Harahap 2014) The data can also be presented face to face, or it can be a set of texts relevant to the phenomenon to be studied/raised in the case.(Pringgar, Rizaldy Fatha ; Sujatmiko 2020)

The source of the set of data that the author will use to research the article is the findings of secondary data, where the data that a researcher will obtain comes from pre-existing sources, both old and latest sources that will be adapted to the phenomenon he will study. The form of data is in the form of all forms of oral and written information from literature sources as well as several activities carried out in religious education in reducing learning loss to strive to increase self-awareness or self-awareness of students in the implementation of learning in the era of the Covid-19 pandemic. The data will be obtained from various informant sources, possibly from the reality that occurs in the phenomena raised in their research problems.

3. Data collection procedure

In designing this research, the implementation of the data collection process will be carried out through the use of library research techniques, or it can be said to be a literature review study where what will collect the data later through the internet media. Some of the data sources will also be taken starting from various books, literature, journals, and official documents/circulars about learning from the ministry, along with official sources which will later complement the information that a researcher will research in an actual way that has to do with his problems. Because in the development of observations, a researcher will see the development of the phenomenon of raising problems that occur without using observation guidelines, so it will be carried out directly in accordance with the literature data he obtained and documentation in the form of official circular document data regarding learning from the ministry.(Iryana and Kawasati, n.d.)

As the use of literature literacy reinforces data by researchers in conducting this library research, the form of data collection that is more precisely uses literature review where secondary data collection is carried out indirectly. So, researchers will examine an object in a phenomenon that will be raised in "Developing Self Awareness of Students in Religious Education to Reduce the Risk of Learning Loss in the Era of the Covid-19 Pandemic". After a researcher collects several literacy sources that are used as a reference for his research data, the next thing that will be done is the analysis of descriptive qualitative data from a literature study, where the results will later be in the form of descriptive data with written sentence research from the results he has observed. The flow of analysis procedures that will be used by researchers includes; the collection of data sources from utilization in the form of an up-to-date information medium obtained by the researcher, data reduction (sorting out the data used or not), data assessment (researchers here will take action from the data source to be carried out), drawing conclusions (concluding some new findings whose development has not been found before).(Pringgar, Rizaldy Fatha ; Sujatmiko 2020)

4. Data analysis techniques

The analysis of the research activities that presented data here is focused on several scopes of data features of the actual contemporary phenomenon from various supporting media. In this analysis, researchers in the way of their study are indirect, including books, important news in the media, documents, circulars, journal articles, etc.(Sari 2020) In analyzing data in the form of presenting actual data of the present, data reduction ends with drawing conclusions by the author. Data analysis in the form of a literature study will be presented with several factors that are relevant to the research problems that the author will explain and strive for in the form of the final presentation of efforts to increase self-awareness through religious education in the implementation of learning in this pandemic era.

RESULT AND DISCUSSION

A. The Nature *Learning Loss*

The term learning loss refers to the process of applying learning which in its implementation is felt to be less than optimal in the scope of educational institutions during PJJ to the decline of the cognitive mindset of students, which will later have an impact on the quality of their education in certain conditions.Akhyak, Efektifitas Pembelajaran Selama Pelaksanaan PTMT (Tulungagung: Akademia Pustaka, 2021) 132-133. The inexperience of a learning process starting from conventional to online teaching patterns makes students feel they are required to adapt quickly to all forms of change that exist. However, we also know that the mindsets of the students are not the same. The existence of this gap poses a major risk in terms of reducing the quality of knowledge skills and skills of its students if the pattern of implementing PJJ is carried out continuously until the pandemic ends.

The prolonged impact of the Covid-19 virus disease causes a lot of problems such as a drastic deterioration of the learning patterns used to the ability to perform by education personnel and the inexperience of preparation for the implementation of PJJ in school institutions.(Rhamdan, Kule, and Al Wahid 2021) The potential for consequences that are very high and result in the emergence of learning loss in students requires rapid change in overcoming problems in the current pandemic era.

B. The Phenomenon *of Learning Loss* Pada in Learning in the covid-19 pandemic era

1. Distance learning in the network

The term distance learning from the home of each student is interpreted as a conventional web-based education emphasizing an effort to overcome the problems of the world of education in certain conditions, especially the Covid-19 emergency with limited face-to-face meeting time by providing learning to separate the distance between education personnel and their students through electronic media tools such as e-learning, WhatsApp Groups, and other platforms that are coordinated directly by educational institutions with the monitoring process through online meeting media and learning possibilities can be accessed at any time with the help of various media, strategies, methods, learning models.(Safitri and Astuti 2019)

Wahyu Dewi Pratiwi explained in her journal regarding an expression from the Ministry of Education and Culture (Kemendikbud) by Nadiem Makariem that she was worried about the emergence of learning loss due to the pandemic gap in the implementation of PJJ as a result of the delay in the learning process, so Nadiem tried hard to encourage local governments to immediately follow up on limited face-to-face learning programs (PTMT).(Pratiwi 2021)

The length of the closure time in educational institutions in the pandemic era has resulted in students being left behind in understanding the material; perhaps the perception is because the curriculum obtained at the time of conventional learning is different from PJJ.(Haris, Sentaya, and Sulindra 2022) For this reason, the application of post-pandemic PTMT to minimize the occurrence of learning loss in the future. Since the closure of schools in this pandemic era, the risk of learning loss has caused various kinds of problems.(Ariantini 2020) It is feared that this PJJ will become a phenomenon of prolonged inequality in the pandemic era even though the government has also supported PJJ well, but this learning pattern is still not optimal.

Contextually, the implementation of the PJJ learning pattern also reaped many problems. For almost two years of its implementation, there have been a lot of reports initiated by education staff and their students in facing learning during the pandemic. The Ministry of Culture of the Republic of Indonesia, Nadiem Anwar Makarim, is worried that if the implementation of this PJJ is prolonged and causes a lot of pros and cons in the world of education, the impact will later occur on reducing the quality of knowledge and skills of students to the decline in the quality of education in Indonesia during the pandemic.

2. Limited face-to-face learning

The pattern of implementing the KBM PTMT is interpreted as a form of policy issued by the central government during the Covie-19 pandemic era implemented by the teaching institution unit based on the decision in the Four Ministers' Decree on Learning Implementation Guidelines and applied in two phases, namely transition (since the start of PTMT), and after the implementation of the transition phase is completed, education will enter a learning pattern with new habits after the pandemic. (Fitriansyah 2022)

Based on the joint decision of the Ministry of Education and Culture, Research and Technology in implementing the PTMT learning pattern in the era of the Covid-19 pandemic, the unit of educational institutions is obliged to go through a rigorous health program in accordance with the policy of cultivating a healthy lifestyle in the context of controlling Covid-19.(Kemendikbud 2021) This PTMT learning pattern is only carried out during the trial and transition period in the green zone area proposed by Press Release No. 136/spires/A6/VI/2020, explaining that the implementation of this PTMT must pay attention to the correct health protocols.(Nissa and Haryanto 2020) The precautionary principle also needs to be applied to this learning pattern and mature readiness in the policies of all its components to support the smooth running of this PTMT program.

C. The nature of *Self Awareness*

Self-awareness, if we examine the general meaning of the word, refers to the meaning of the form of self-understanding as a person in knowing the submissive acts of his behaviour that perhaps others can observe changes in ourselves allowing ordinary people to be able to place themselves on the circumstances through which they go.(Maharani and Mustika 2017) Self-awareness is also said to be a situation where one has the ability to understand personal behaviour, know things about why problems or feelings arise in oneself and can change the pattern of thinking in terms of overcoming these problems independently, which with a note can choose and sort out which things are considered suitable to improve and which have not been maximally corrected until reaching the target Maximized.

D. Forms *Self Awareness* of students as users of educational services

Success in terms of implementing the KBM in the world of education, where students as the main users of educational services need to have the meaning of responsibility in terms of self-awareness. If a student has decided to commit to being a student, he must be ready to accept risks in terms of time management, readiness for the responsibility of carrying out tasks properly to the maximum, and have the ability in the sense of being interested in the entire teaching material he will learn which is obtained by education personnel.(Maharani and Mustika 2017)

Forms of Self Awareness	
1.	**Subjective Self Awareness** This means that the student must be able to behave about how he should make those around him judge him that he and others are different.
2.	**Objective Self Awareness** This means that students must be able to focus and place themselves on their obligations and responsibilities as users of educational services related to their identity as a student in an educational institution.
3.	**Symbolic Self Awareness** This means that students must be able to go further in recognizing their personalization and be able to think one step ahead of others. The students here must be able and able to learn about the scope around them in positioning themselves to form good relationships with each other and be able to conquer all the problems they will face.

E. Development of religious education to reduce the risk of *Learning Loss*

The latest phenomenon of problems today that has been booming is the term learning loss to students. As with the discussion above, this learning loss results in the inexperience of all educational components in handling, explaining, and understanding the academic concentration of the students. It is different from PAI, which works more challenging to minimize the possibility of learning loss. So, in these subjects, aspects of cognition and psychomotor must be mastered by students by implementing in the scope of the home or society which will indirectly provide a real learning experience specific to emphasizing what kind of character education should be instilled in students adjusted to their grade level.(Fadilah, Rahmi, and Monitasari 2022)

The following are some strategies/steps in anticipating learning loss in religious education:

1. An education officer will analyze and record the causes and impacts of what gaps may occur in an unbalanced state in understanding his students' material.

2. Since PAI education personnel are not required to complete the curriculum targeting, as long as they can adjust the learning needs of their students, they will strive for all forms of material delivery with various methods adapted to the conditions at that time.

3. Since PAI education personnel are not required to complete the curriculum targeting, as long as they can adjust the learning needs of their students, they will strive for all forms of material delivery with various methods adapted to the conditions at that time.

4. The relationship between educational institutions, PAI education staff, and parents has a synergistic role that who will need to anticipate learning loss.(Fadilah, Rahmi, and Monitasari 2022)

This has also been explained in QS. Lukman: 13 explains that in the scope of education, what needs to be emphasized is the cultivation of the character of the students taught in family life as the most critical educational madrasa obtained by children before they are deployed and get special education outside the family, such as educational institutions. As an adult, there needs to be an action in terms of the form of prohibition of acts that have been done by their children that may not be by religious teachings. Furthermore, an explanation of the basic principles related to the need for cultivating character education in minimizing learning loss is the need to strengthen faith in terms of religion, socialization, and science to make students provisions for character building.(Yazid 2021)

Related to this explanation is also accompanied by a sense of self-awareness in students, commonly known as self-awareness. We need this attitude to be instilled in ourselves because help or help from others is not always there for us, so we must be good at correcting mistakes, understanding ourselves, and realizing what needs to be improved or what forms of responsibility we have to carry out.

F. **Changes in Self Awareness Development in Learning Loss After Efforts to Improve Religious Education From Several Government Policies**

To minimize the chain of the spread of the covid-19 virus disease, the central government decided on pandemic-era learning activities using the application of online learning from home. This decision was made in Indonesia in 2020 since the virus has mutated and spread widely throughout the country. The SE was set in Jakarta, on March 24, 2020, through the Ministry of Education and Culture.(KEBUDAYAAN and INDONESIA 2020)

After the policy from the government in the SE in 2020, Number 4 regarding the policy for implementing KBM during the pandemic was implemented in educational institutions; the SE launched again in 2020 also at Number 15 regarding the basis of guidelines on how to implement online KBM during this pandemic period from home

which will be implemented by all institutions throughout Indonesia, especially education personnel.(Direktorat Jenderal Pendidikan Vokasi 2020)

In SE 2020, on The 15th Number regarding the basis of guidelines on how the process of implementing KBM learning from home in this pandemic era, of course, there must be a basis that will be used as a particular guideline in the implementation of distance education, namely regarding changes in the curriculum. This will be the task of the Ministry of Education and Culture to pursue what kind of curriculum form and how will carry out online learning activities. It is hoped that even though it is carried out remotely, the implementation can run properly as face-to-face learning.(Kemdikbud 2020)

However, after learning from home was carried out for approximately two years from the beginning of 2020 to 2021, it significantly impacted the world of education so that the change could reach 180°. The application of the online pattern raises various problems that continue to come from education staff, students, to the parents themselves. When the impact results in learning loss due to students' inexperience in applying this learning pattern, various things that cause the occurrence of this term, it could be that students have not been able to master the material optimally, the perception of students in online learning is used as a vacation event so that students cannot be seriously controlled in carrying out KBM with a specific platform, students are still reluctant to learn or ask something they do not understand to the teacher or friends as a result they cannot complete the assignment optimally in accordance with its learning objectives, lack of a sense of sportsmanship and motivation for parents' concern in accompanying their children, there are still many students who stutter technology (still confused about operating several learning platforms, because basically students are required to learn independently from home), as well as the low sense of responsibility and self-awareness of students regarding their role as students in users of educational services which in the future will be needed to advance the welfare of the nation.(Kementrian Pendidikan Kebudayaan Riset dan Teknologi 2021)

That regarding the decision of the Ministry of Education and Culture, the Ministry of Religion, the Ministry of Health, and the Ministry of Home Affairs (four ministers) regarding the implementation of online KBM during the pandemic provided a policy, namely the implementation of KBM in the last semester of FY. 2021/2022 will be carried out as before, namely face to face but limited to records but agreeing to the top priorities of the health process and its safety.

They are remembering to reduce the risk of learning loss due to the non-maximization of students' academic learning achievements in learning from home, the low ethics of self-in interacting face-to-face virtually in learning discussion activities, and the need to increase self-awareness of their responsibilities as students who use educational services. So, the Ministry of Education and Culture decided in SE Number 2 of 2022 to provide a direction for implementing the second level of the PTMT transition period.(Pendidikan et al. 2022)

Due to the application of the KBM curriculum specifically for certain conditions, such as the Ministry of Education and Culture's SE Number 719 / P / 2020 has not been

able to overcome the problems that arise, namely learning Loss, so that it needs to be addressed. The implementation of the PTMT pattern for the transition period goes better. It impacts changes in student learning outcomes even though the determination of the curriculum on the allocation of time is reduced. So, the Ministry of Education and Culture decided in SE Number 56 / M / 2022 regarding the basic guidelines that must apply in the learning curriculum to restore the implementation of conventional KBM in the era of the Covid-19 pandemic.(Makarim 2022)

However, this policy has been widely applied by educational institutions in Indonesia during the recovery from the pandemic era, and 100% complete face-to-face learning has been implemented. Thus, regarding the formation of ethics, which what previously mentioned during the implementation of PJJ is said to have decreased, now is the time to restore the pattern of the morality of the students in applying the custom of decency to all citizens in educational institutions with the basis of religious education that they have studied and also applied in their daily lives.

It is not easy to improve the attitude in each person's personality because basically, those who can control themselves to cling to the responsibilities they carry as a student in gaining knowledge in the scope of education are focused on themselves. And also if without religious education and the knowledge he has learned, it is very likely that a person's faith will be shaken. However, all of that is also returned to each other's personalities. Just as if he already has a role and responsibility that allows it to influence life in the future significantly, he will indirectly perceive that he will motivate himself in terms of completing structured assignments as well as students.

CONCLUSION

The development of self-awareness by every human being is essential, meaning that when we realize the attitude in our actions, both right and wrong, we can anticipate by giving self-characterization to what we are going to do. If the deed is good, then it is improved. Otherwise, it continues to be rectified.

Thus, there is also the phenomenon of learning loss which is in an uproar when implementing KBM from home because the cause is due to inexperience in receiving sub-material discussions. The impact is the achievement of learning outcomes regarding affective aspects (low ethics) and cognition-psychomotor, which decreases drastically until the implementation of KBM is addressed during the transition period of PJJ to PTMT.

However, all these problems will never occur if the party concerned has self-awareness. For example, the side students have self-awareness of their role as students in the form of a sense of responsibility for their influence on the life of the nation in the future, and the need for basic guidelines for religious education footing, which will also be used as a support when doing things in daily life which are based on norms and doctrinal provisions Religion.

The problems that arise in the pandemic era are not to be overcome but managed and faced very well to motivate us as future educators to develop a better version of educational learning patterns. But all the problems will be nil if students do not have an attitude of awareness of their responsibility as users of educational services, which is then

known as self-awareness. And also, if it does not have a foundation of support in the faith in the religious education it is engaged in, then the problem will never reach its bright spot.

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