



## **Preliminary Investigation: Students' English Achievement During and Post Covid-19 Pandemic**

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### **Abstract**

The covid-19 issue has altered the educational atmosphere; the learning process is now done online. However, post-pandemic situations covid-19 altered the learning context once more. This research was carried out to determine students' expectations about learning English. In particular, this study aims to find out what students accomplished in English learning during and after the covid-19 pandemic. The qualitative design was adopted in this investigation. The researchers used a descriptive qualitative technique in their investigation. The students from UPT SD Negeri 126 Pinrang, specifically the fourth grade of elementary school were the subjects of this study with the total subjects were twenty-two students. The researchers gathered data from fourth graders' English scores, which they acquired directly from the fourth-grade homeroom instructor. The achievement of student achievement during covid-19 pandemic, which was compared to the achievement of student scores following covid-19 pandemic, turned out to be lower than what the researchers predicted; several variables contributed to this, and this is what researchers can use for future research.

**Keywords:** *After the Covid-19 Pandemic, During the Covid-19 Pandemic, Online Learning, Students Achievement*

### **1. Introduction**

Since the implementation of the Kurikulum 2013 from mid-July 2021, learning English at the elementary school level has been classified as local content lessons or integrated learning that is tailored to the needs of each school. However, by the end of 2022, Nadiem Anwar Makarim, B.A., M.B.A. said that he would implement an underutilized educational program named “Kurikulum Merdeka” in order to catch up on Learning loss suffered by covid-19 pandemic. Citation more than one cited article/reference should be written in order by the year - Citation more than one cited article/reference should be written in order by the year - Citation more than one cited article/reference should be written in order by the year - (Coates., 1996; Aarts., 2006; Carter et.al., 2008)

Covid-19 causes learning loss, which leads to a decline in learning numbers in Indonesia, causing all schools in Indonesia to undergo long distance learning. This has an impact on many aspects of education, including methodology, instructional materials, and even present projects, which must now be updated in order to be implemented to students. According to the curriculum-demo.simpkb.id page, learning recovery will be implemented between 2020 and 2024. *Kurikulum Merdeka* has been proposed as a replacement for *Kurikulum 2013* at the Elementary, Junior High, and High Schools.

The “*Kurikulum Merdeka*” that will be adopted today includes a wide range of new perspectives that arise at various stages of education. One concrete example is the shift in English instruction in primary schools from local content students to mandatory lessons that will occupy students' days there. As the researchers witness the growth of this more current era where global effect is greater on Indonesian culture, Mr. Nadiem Anwar Makarim, B.A., M.B.A, in order to not miss this, as the curriculum changes from KTSP to K13 English starting to be unused anymore in elementary school. With his ranks, Deputy Minister of Education believes that English should be taught from a young age.

The community has reacted to this in many different ways, not just in response to the numerous issues and questions it creates. Because of the implementation of *Kurikulum Merdeka*, researchers are also eager to discover more about the Student achievement on English subject during and post covid-19. Apart from that, the researchers have conducted several question sessions with students and teachers to get a number of things, there are several things that should be highlighted with consideration to form a better curriculum.

There are differences of opinion encountered by researchers where the teacher who teaches English currently does not have an English language background and says that the students he teaches are actually not ready for learning English, where on the other hand almost all students have stated that they are ready to do so. This English lesson. The teacher also said that the textbooks used for teaching now were not at the level for the class he was teaching now where everything was in English while the students themselves were just learning English in class IV. Based on previous background, the researchers formulated an objective of this researcher namely to find out what the students' achievement on English subject during and post covid-19.

### 1.1 Covid 19 Teaching Era

The covid-19 pandemic has severely impacted daily life around the world. Many governments have closed schools for weeks or months as one of several measures to prevent the spread of the virus. However, school closures are considered one of the most effective measures to curb the spread of the virus (Hammerstein, et al., 2021). The covid-19 related school closures were followed by similar measures in fall and winter 2020, where experiences from the first lockdown could be used to design and implement remote learning measures that were more effective. Moreover, students and their parents were already more or less used to remote learning. This possibility is corroborated by the effect of the covid-19 related school closures on student achievement being more severe in case of the early lockdown, compared to the lockdowns implemented later (Christoph & Frey, 2022).

Covid-19 related distance learning and student closures, changes in learning and teaching environments, and changes in teaching are having a significant impact on the cognitive development of children in kindergarten and grades one to eight. Classes in the most important areas of kindergarten and school education. This provides important insight into the ever-increasing changes in learning losses in student readiness skills and expands our knowledge of first-grade knowledge and skills in compared to pre-pandemic. It also shows year-to-year changes in reading, math

and science skills in grades 2-8 from short-term and cumulative distance learning, highlighting groups of students who have been hit hard by the lack of face-to-face learning and instruction and need additional support to catch up and avoid dropping out (Molnár & Hermann, 2023).

Engaged student empowerment and participation in both online and offline learning is highly dependent on the willingness of faculty members to spend time mentoring students while they are learning independently at home. This significant investment of time supports instructor effectiveness in online and offline learning (Zen, et al., 2022).

Google Forms applications and YouTube, Additional learning resources available to students are textbooks and English worksheets. WhatsApp makes it easier for students to track their learning process and helps establish communication between teachers and students. There are still limitations in the learning process, some students do not have mobile phone facilities and quotas, which hinder learning, the materials provided are not optimal and the example number naming task cannot be improved. Another obstacle is the lack of parents who can support their students in learning English (Anastasia, et al., 2021).

The service team has long recognized that appropriate teaching materials are available in the form of well-expressed vocabulary that are particularly recognizable for everyday children, as they are still at the primary school level. According (McKay, 2007), from a cognitive developmental point of view, early learners are not yet capable of abstract thinking, so learning materials may be more receptive to using real-world objects found in everyday life more likely consistent with the statement of compared to just using words (Rahmat & Fauzi, 2022).

Pandemic-related learning delays are similar for elementary and high school students. Furthermore, this study shows that these learning delays are not statistically different from learning disabilities in high school students. As explained in subsection 2.3.2, covid-19 school closures were expected to have a more negative impact on performance for younger students than for older students, but this impact was more pronounced for parents than for parents. It may have been offset by big support. Participation of former student groups studying online (Pietro, 2023).

Each curriculum has advantages and disadvantages, and it is impossible to choose the best one. However, the researcher can advise the government so that it can select or create a curriculum that best suits the development of the Indonesian nation. The proposal is for the government to adopt a more mature education policy, ensure proper public relations and properly train teachers, because the teacher is in direct contact with the student (Pratycia, et al., 2023). According to Butcher (2006), aims are broad and general expressions of educational goals that provide students with information about the objective of a lesson, program, or module, and are usually written for teachers rather than students. Learning outcomes, on the other hand, focus on what is expected of students during or at the end of the learning process. objectives areas now include both learning and teaching and are often used in the assessment process. Competence is a form of learning outcome and is more specific. Achievements are usually expressed in terms of competence or incompetence, pass or fail, rather than in the form of grades. Learning outcomes can be achieved at different levels and in different ways. Outcomes can also be measured in many ways, not just direct observation. Another form of learning outcome is 'behavioral objectives' where achievement can be directly observed.

Learning Achievement indicate learning progress, are described vertically from one level to another, and are documented in a qualification framework. Learning achievement should be based on appropriate metrics to assess whether the expected learning outcomes have been achieved. Learning achievement and assessment criteria determine eligibility for credit approval (Butcher and Highton, 2006). Accumulation and transfer of credits is possible when there are clear learning outcomes that accurately reflect the credits awarded (Gonzalez and Wagenaar, 2005). This identifies learning outcomes as measurable learning objectives.

Learning outcomes are the learning abilities that students need to achieve at every stage, starting at the foundational stage of kindergarten. At the primary and secondary levels, learning outcomes are created for each subject. Special education outcomes are available for students with special needs and intellectual barriers. Students with special needs who do not have an intellectual disability leverage their normal learning outcomes by applying the principles of curriculum modification.

Moreover, the ways in designing an achievement to support the successful learning using backward design techniques. This curriculum design method begins by determining the desired end goal before deciding which learning activities and assessments to use. Backward design includes his three planning phases:

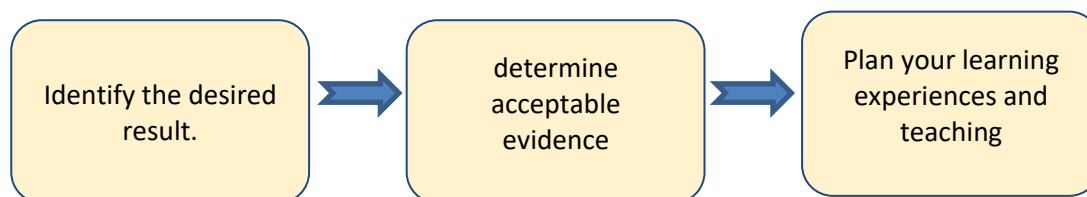


Fig. 1. Backward design

Every learning outcome in a subject has several elements or groups of essential competencies that apply equally to all stages of that subject. Each element has a unique outcome for each phase and supports each other in achieving the intended understanding. Elements of one subject matter may or may not be the same as those of another.

At the end of Phase B, students understand and respond to simple audio and video texts in English. By developing listening and speaking skills, students can follow simple instructions and questions in English, answer them, share information using basic vocabulary. Learners use visual aids and non-verbal communication to easily respond verbally to a variety of texts and images. Phase B allows students to interact in basic English.

### ***Listening - Speak***

By the end of Phase B, students will be able to use English to interact in a wide range of social and classroom situations, but will be able to predictably (routinely) use patterns of sentences appropriate to the context being discussed. Change/replace some sentence elements so that you can participate in daily teaching and learning activities. B. Express your feelings, express your needs, and ask for help. They understand the basic concepts of information

conveyed orally using visual aids and use simple vocabulary. Follow a series of simple instructions for lesson flow and learning activities using visual aids.

### ***Reading – Viewing***

At the end of Phase B, students will use pictures and illustrations to understand words that are frequently used in everyday life. They read and respond to short, simple, and familiar texts in written or digital format, including visual, multimodal, or interactive texts.

### ***Writing – Presentation***

At the end of Phase B, students communicate their ideas and experiences through photographs and writing. With the help of your teacher, create simple descriptive and action sentences using simple words, phrases and pictures.

## **1.2 Types of Assessment in English Subjects in the Kurikulum Merdeka**

### ***Summative Assessment***

Evaluation in the form of qualitative data is performed periodically after each learning goal is achieved, and the summary evaluation results are used to report learning results (voices). The results of the student's summative assessment show four qualities, which are: 1) essential advice, 2) poor, 3) good and 4) best.

Educators can also define quantifiable numbers for each existing quality. For example, the criteria for advice are from zero to sixty, the poor category are from sixty to seventy-five, the good criteria are from seventy-six to eighty-five, and the best criteria are from eighty-six to one hundred.

### ***Formative assessment***

This assessment activity determines the extent to which learning objectives have been achieved by students. This assessment is carried out at the beginning of learning and during learning. The results of the formative assessment are used to consider the description of Competency Achievements in the report card.

How to assess the Independent Curriculum. Uniquely assessing student learning outcomes in the independent curriculum there are several steps that need to be taken. How to assess the independent curriculum that teachers need to learn.

- a. Assessment instruments: rubrics, checklists, anecdotal notes, and progress charts.
- b. Assessment instruments based on assessment techniques: observation, performance, projects, portfolios, written tests, oral tests, and assignments.
- c. Reports on learning outcomes were obtained from quantitative data (summative assessment) and qualitative data (formative assessment)
- d. The value of the report card is obtained from the final summative value of the scope of the material, and the summative end of the semester.

- e. The weighting in calculating the value of the report card is determined by the Education Unit
- f. The value is compared with the learning achievement objectives, given an asterisk if the value has not met the completeness of the learning objectives (another term is KKM).
- g. The formative assessment aims to consider the description of Competency Achievements on the report card.

## 2. Methods

This research used qualitative method, the overall purpose and central premise of qualitative methods is that the use qualitative approaches in combination provides a better understanding of research problems and complex phenomena than either approach alone. The participant of this research would be a 4th grade student from UPT SD Negeri 126 Pinrang, which is one of the affected class caused by covid so they has to forcibly close schools and start studying at their respective homes lately until the school open again.

The data that researchers have are from the teacher of the class that participate for this research. The data divided by semester. The researchers discussed the processing of data and information obtained during the research to obtain research results. The researchers use descriptive analysis. In summary, descriptive is qualitative (QD). A research method that employs a simple qualitative approach using inductive pathways. This inductive flow means that qualitative descriptive research (QD) begins with explanatory processes or events, from which generalizations can ultimately be drawn (Yuliani, 2018). A conclusion from a process or event. Qualitative descriptive analysis techniques are techniques used to collect, process, analyze, and present data descriptively.

Using this technique, the data can also be displayed in graphical form, such as plots and graphs, or in numerical form for calculating mean values and standard deviations. Qualitative descriptive analysis methods are usually closely related to the study of social phenomena that cannot be measured by numerical data alone.

## 3. Results

This section presented research findings in the form of data collected by researchers while studying student achievement during and post Covid-19. During online learning, students' ratings are classified into three groups by the teacher based from formative assessment in *Kurikulum Merdeka* namely Poor, which scores from sixty-one to seventy-five, Good which ranges from seventy-six to eighty-five, and Best, which ranges from eighty-six to one hundred.

### *The Students Achievement during Covid-19*

The data shown below was obtained by researchers through class teachers from UPT SD Negeri 126 Pinrang, where the class subject is Grade IV, twenty-two students in total where these data were obtained during covid times. These data are obtained from the results of all school of grade four records. Due to the Covid-19 epidemic, this data is still under the auspices of the home-based e-learning system.

Table 1. Students Achievement during Covid-19

Score	Number of Students	Percentage
75	6	27.27%
76	1	4.54%
78	3	13.63%
79	1	4.54%
80	5	13.63%
81	1	4.54%
82	3	13.63%
84	1	4.54%
85	1	4.54%

From table 1 student data during covid-19, six of them were in the poor category and sixteen students were in the good category. In this period of time, eventhough there are several student in poor category, but in average of all student point are still in good category in other case students have a good feedback for this online base teaching idea that has been applied to the students in during covid period.

### *The Students Achievement Post Covid-19*

The data shown below was obtained by researchers through class teachers from UPT SD Negeri 126 Pinrang, where the subject class is Grade IV, twenty-two students in total and the difference in this data display with Table 1 above is the displayed data. This time is data taken after covid-19. This data is taken from all semester results of grade four students.

The data presented below is post-covid data, at which point there was a change in student learning systems. The government started implementing new curriculum, new ways of learning, and eventually students began to return to face-to-face learning method.

Table 2. Students Achievement Post Covid-19

Score	Number of Students	Percentage
76	1	4.54%
77	1	4.54%
78	9	40.90%
79	7	31.81%
80	1	4.54%
81	1	4.54%
88	1	4.54%
90	1	4.54%

As we saw from table 2 students' data post covid-19, none of the students are in poor category, twenty of them are in good category, and two of them is in best category. It can be concluded that the changes in the learning system after

COVID-19 had a positive impact on students, and the table shows a decrease in the number of students belonging to the poor category.

In the two tables above, there is a very significant change that from the table during covid, up to six students were put in the Poor category, but looking at the post covid table there is a change that no one was put in the Poor category which is an awesome improved.

### *The Comparison Achievement During and Post Covid-19*

From the two tables above, the researcher has decided to compare between the two tables, to find which learning system is more effective and suitable for students based on student achievement per semester between the two tables above.

Table 3. Comparison Achievement During and Post Covid-19

	During Covid-19	Post Covid-19
Student 1	75	78
Student 2	75	78
Student 3	84	90
Student 4	78	78
Student 5	78	81
Student 6	79	79
Student 7	75	76
Student 8	80	79
Student 9	82	78
Student 10	75	78
Student 11	75	78
Student 12	78	77
Student 13	75	78
Student 14	80	78
Student 15	82	79
Student 16	81	80
Student 17	76	79
Student 18	80	79
Student 19	85	88
Student 20	80	79
Student 21	82	79
Student 22	80	78

From table 3 the comparison, it can be seen that there are various kinds of changes in student scores either increasing or decreasing and some even do not experience changes. Therefore the researchers classified some students into several categories, the first category is those with a significant improvement, a significant decrease, and those with a sample change value is not very significant. In this part, the researchers only compares the data from the previous two tables.



#### 4. Discussion

##### *The Significant Improvement*

The student has made significant improvement, namely student three, he only got eighty-four points during covid and ninety points after covid-19 where we can see that his progress far exceeds the standards of other students, at the know increase of six points. This improvement proves that this face-to-face learning system is more capable of being used in learning English compared to the previous learning system which focused more on listening continuously to the material in daring learning.

##### *The Significant Decreased*

Students with significant decreased in grades can be seen in students nine, fifteen, and twenty one, where we can see student nine in the data table during covid he has a score of eighty two but in the table after covid, the points drops to seventy eight, is down six points, this includes in the category of the worst student compared to other students, student fifteen has a score of eighty two during Covid-19, dropping to seventy nine in the data after covid-19, in which this student ranked second worst in the category with a decreased of three points. In this part, there is no denying that there are students in all classes who are suitable for online learning, but only a handful of them are unsuitable for face-to-face learning.

##### *The Stagnant One*

There were also students whose scores did not increase or decrease as significantly in points as we can saw in student four and six when the score on the covid-19 data was seventy-eight and in the post-covid-19 data it remained eighty, while the student six points is seventy-nine in covid and still seventy-nine after covid.

For the student who has experienced neither a significant increase nor a significant decrease in performance, we can say that the student may be suitable for the two learning methods used by the teacher. This can also be seen from the constant value of seventy-eight points, which is in the good category.

From the findings above, researchers discovered several things about changes in student performance. The learning systems used for online learning or distance learning using these applications have proven to be highly effective and have had several positive effects on students, both in terms of how they learn and new perspectives on the teaching and learning process. This is supported by (Anastasia, et al., 2021), where he states that distance learning is facilitated by the existence of sufficient applications that can be used as a vehicle for distance learning between students and teachers.

Even if it comes with enough applications, it doesn't mean you have to stop developing and study online again for the next possible lockdown. We still have opportunities to continue working and distance learning is still needed (Christoph & Frey, 2022). He said this is one of the ways he develops both learning media, learning modules, methods and even materials to be taught. More efficiently, effectively, and even in online learning, it is our own parents who are more effectively and effectively controlled. we still facing a situation where we have to start online learning.

Although we have received support from various sources, there are still limitations due to restrictions on the equipment, teaching materials used, the low efficiency of time utilization, and the obligation to have excellent instructors.

After tackling the problem of learning loss due to covid-19 as much as possible, the government announced a policy on online learning. While this alternative method has provided a lot of satisfactory feedback, it still has shortcomings when compared to face-to-face learning systems. This is supported by the opinion (Pratycia, et al., 2023) that any curriculum has strengths and weaknesses and it is impossible to choose the best one. However, still can advise the government so that it can select or create a curriculum that best suits the development of the Indonesian nation. Since teachers are in direct contact with students, the proposal calls on the government to adopt more mature education policies, ensure proper public relations, and provide adequate training for teachers.

Face-to-face learning systems outperform learning systems in terms of student performance compared by researchers in Table 1.1 during covid-19, Table 1.2 after covid-19, and Table 1.3 There is an aspect. This is supported by the opinion that pandemic-related learning delays are similar in primary and secondary school (Pietro, 2023). Furthermore, this study shows that these learning delays are not statistically different from learning disabilities in college students. Although school closures due to COVID-19 are likely to have a negative impact on the performance of younger students than older students, this impact is likely to be greater for parental participation in online learning for alumni groups. support may be offset.

From the discussion above, the researchers concluded that students who participated in online learning performed during covid-19 were counted low and even though the average student achievement in this period was in the good category, it cannot be denied that there were still some students who were included in the poor category, on the contrary, during the Post-covid-19 period, the student achievement changed for the better, and no one even entered into the poor category, and some are even in the best category that can be seen in table 1.3.

Optimally, in terms of both learning materials and learning systems. Nevertheless, when compared to the original learning system, even so a return to face-to-face classes, these results are still far from what all parties issuing online learning guidelines would expect. The changes in student achievement in the previous table indicate that there are still factors that impede online learning compared to classroom learning, which is classified as focused learning.

## **5. Conclusions**

The researchers develop conclusions after running the results and discussing them in the preceding section. The first is that the learning system, syllabus, materials, and methods of instruction are designed to address and cover all elements of education. Then, while his online learning system cannot compete with face-to-face learning, it is now backed by a range of applications and available from anywhere.

According to this study, students' achievement during and after covid-19 pandemic changed significantly, thus the researchers classified it into three types: major improvement, considerable decline, and stagnant.

Furthermore, the researchers believe that teachers tend to give their students low grades during the corona period. In contrast, the teacher's evaluation is used in the face-to-face learning process.

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