# The Challenges of Learning Loss in English Language Learning at Islamic Higher Education in the Post Pandemic

*by* Susanto Susanto

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## Abstract

*Background:*
The occurrence of the Covid-19 pandemic forced educational institutions to change learning methods and techniques, especially at Islamic universities in Indonesia. Learning loss is a separate obstacle that must be faced after the COVID-19 pandemic. This study aims to describe lecturers' factors, strategies, and roles in dealing with learning loss in learning English at Islamic universities in Indonesia.

*Methodology:*
This study examines or interprets written materials based on the context of published records, textbooks, newspapers, periodicals, and articles. This paper's method guided the writing of research-based conclusions. These conclusions defined "learning loss" and examined the English learning problems at Islamic universities in Indonesia following the pandemic. Descriptive-qualitative methods get facts and interpretations. This method studies deductive and inductive reasoning up to the level of description.

*Findings:*
This study finds some factors of learning loss in English learning at Islamic universities, such as internet access, the quality of their distance education program, families, and engagement.

*Conclusion:*
This research concludes that in overcoming learning loss after the COVID-19 pandemic, learning recovery is carried out by all parties, including the university, lecturers, the entire campus academic community, and local and central governments, by designing the Independent Learning Curriculum.

*Originality:*
This research demonstrates that the COVID-19 pandemic significantly impacts English learning. In addition, this study identifies the causes of student learning loss at Islamic universities.

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# INTRODUCTION

Because of the pandemic caused by the COVID-19 virus, educational institutions were compelled to change their teaching strategies and strategies for learning, particularly at Islamic universities in Indonesia. Following the arrival of Covid-19 in Indonesia, the government announced a policy that would temporarily do away with face-to-face learning. The pandemic caused by COVID-19 has given rise to the next challenge in the field of education, particularly concerning English classes offered at the tertiary level. Learning normally takes place in person over the phone or through the internet as part of a distance learning program (in a network). After the COVID-19 pandemic, learning loss is another challenge that needs to be overcome. This study aims to describe the factors, strategies, and roles lecturers play in coping with learning loss in the context of English language education at Islamic universities in Indonesia.

Given the current state of international relations, it is more important than ever to be able to communicate effectively on all levels. There are a few places of higher learning that offer instruction in languages other than English; one of these is Islamic College. All students at Islamic universities are required to take foreign language classes. Learning English as a second language has gone global. Learning a new language is a significant first step toward expanding your global communication options. English has become a global language due to its widespread use in business, education, and media. Also, English has become the de facto language of business, diplomacy, and academia globally.

World education was one of many fields affected by the pandemic era. According to a UNICEF report, 168 million kids require help but cannot get it because their schools are closed. Over two hundred countries closed their schools between March 11, 2020, and February 2, 2021. Since the government enacted Large-Scale Social Restrictions (PSBB), more people have turned to online courses to get their education. It is worth noting that PSBB is mentioned in Government Regulation (PP) Number 21 of 2020 (Cabinet Secretariat, 2020), which also addresses school breaks and the workplace. To combat this problem, the government is enacting a series of initiatives and measures to guarantee that educational services will continue unabated.

The only way colleges or schools can truly close is physical; this means that school buildings and campuses will be shut down, but learning and other administrative tasks will continue to be carried out online. Students can study from the comfort of their own homes using the internet, while teachers and lecturers continue to teach students using the internet. The spread of COVID-19 will, at some point in the future, result in several positive outcomes

for the field of education. As a result, this study's findings will shed light on whether the real concerns of Covid-19 regarding classroom instruction are more long-term or more short-term (Olson et al., 2021).

E-learning also helps the institution save money by reducing its overall operational costs by utilizing a learning management system. This is as a result of the extremely high efficiency of the data storage area and the requirements for very little space. It is possible to cut down on logistics costs by using the content already hosted on the website (Angrist et al., 2020; Kraft & Monti-Nussbaum, 2017). Because of the short notice, the lack of preparation on the part of human resources, and other supporting infrastructure, schools have finally switched to using online means as a solution in a significant way. It is possible to continue one's education through online instruction, which eliminates the need for face-to-face interaction.

But eventually, this strategy for education ran into some serious problems. To ensure that students can keep learning despite these challenges, schools and teachers are beginning to explore new approaches (Alban Conto et al., 2021). There has been no end to the Covid-19 epidemic. Students and schools using online distance education (PJJ) must still adhere to government regulations. Even though several technological advancements have allowed for distance learning (PJJ), there are still limitations that make studying at home inefficient.

Long-term homeschooling may result in a student's scholastic proficiency decline if certain conditions are not met (Donnelly & Patrinos, 2021; Engzell et al., 2021). Learning management in improving the efficacy of the teaching and learning process has a very urgent position during an emergency period of disease spread, as learning activities must continue to provide excellent and best service by educational standards while also complying with established health protocols. Due to the emergency period for the spread of Corona Virus Disease (Covid-19), lecturers/teachers play a crucial role in elevating the quality of education provided to students during this time. This was agreed upon by four Ministers (SKB 4 Ministers).

For there to be a good, effective, and efficient teaching and learning process during distance learning, whether it be online or offline, lecturers or teachers need to have the ability to manage learning from the beginning stages of planning, organizing, actuating, and evaluating (Zhao, 2021). It is imperative that the rapidity with which this change in the educational landscape is taking place be emphasized. The conventional educational system, which has been around for a very long time—possibly even hundreds of years—needs to go

through significant transformations. Isolation from society is ultimately required in order to fulfil the role of breaking the chain of transmission of the Covid-19 virus during a pandemic.

This attraction, in the end, had an impact on the face-to-face learning process, which ultimately resulted in the transition to online learning. This major transformation has led to problems with learning, the effects of which have been felt by students, lecturers, and teachers, as well as by those responsible for related policymaking. The transition from a classroom setting emphasizing group work and direct instruction to one emphasizing independent study presents students with their first obstacle in the educational process (Ardington et al., 2021; Lin et al., 2021).

Any disruption to this learning procedure will lead to a loss of knowledge (Kaffenberger, 2021). Among the many concepts known as "learning loss" is the idea that the traditional school approach to learning is incomplete (A. Li et al., 2020). Both the knowledge students acquire and the learning outcomes they attain are imperfect because of the imperfect nature of the learning process. Therefore, the quality of human resources produced during the years of the Covid-19 epidemic may be affected by learning loss (Kashyap et al., 2021; Yadav, 2021).

A professor at Oxford University's Blavatnik School of Government, Michelle Kaffenberger, has calculated that after three months of school closures, children can lose more than a year of education because they will be left behind when classes resume. In fact, historical events have proven that the issue of learning loss is real. Studying the effects of school closures on children's academic outcomes during the 1916 polio pandemic revealed a permanent decline in academic achievement and general cognitive skills (Donnelly & Patrinos, 2021; Engzell et al., 2021; Khan & Ahmed, 2021).

Many low-income families do not have access to alternative teaching resources, such as books, computers, the internet, radio, television, or smartphones, which high-income families do have access to. This helps to reduce the amount of learning lost due to the temporary closure of universities and schools (Bacher-Hicks et al., 2021; Chetty et al., 2020). It is necessary for there to be intervention from outside the school that can replace rather than complement ongoing teaching to minimize the amount of learning that is lost when schools are closed, particularly in regions where households do not have access to sufficient learning resources.

It was anticipated that there would be a loss of learning as a result of the widespread closure of schools caused by the Covid-19 outbreak. According to a report on the school

reopening framework that was issued jointly by UNESCO, UNICEF, the World Bank, and WFP in April 2020, the closing of schools around the world as a response to the pandemic poses a threat to the children's ability to receive an education, as well as their safety and well-being (Fowler et al., 2020). It is necessary to study further in this study how learning loss in online learning in the post-covid-19 pandemic in universities to better understand how learning loss occurs in educational institutions.

Because of the recent Covid-19 pandemic, all online learning procedures now necessitate lecturers/teachers to select the media that will be used with great care, considering the requirements of both lecturers and students. Teachers can use the results of this study to better understand the challenges students face when learning actively during online lectures. In the future, this data can be used to inform the selection of additional online media, or even a hybrid of different types, for use in online education (Sabates et al., 2021). This study demonstrates the high potential for the cognitive decline during a coronavirus epidemic. On the other hand, we can do nothing. Given the rise of digital technology, numerous strategies are available to counteract this decline in educational attainment (Angrist et al., 2021; Haser et al., 2022).

Following this pandemic, maximizing our use of technology is the most realistic course of action. Although this technology cannot yet fully replace the role of lecturers and learning interactions between lecturers and students, it does require all parties involved in learning activities to use their creative thinking skills (Zhao et al., 2021). As a result, the educational sector is experiencing both positive and negative effects. From the looks of the data we have, online education has had a profound effect on both students and instructors. How classes with fewer in-person meetings can help students readjust to traditional classroom learning. The instructors saw improvements in their students, particularly in their motivation to learn new material (Hevia et al., 2022).

The formulation of the problems in this research are as follows:

1) What are the factors that cause learning loss opportunities in learning English in Islamic universities Post-Pandemic in Indonesia?

2) What is the strategy to overcome the opportunity of learning loss in English language learning at Islamic universities Post-Pandemic in Indonesia?

3) What is the role of English lecturers in reducing the occurrence of learning loss opportunities in learning English at Islamic universities Post-Pandemic in Indonesia?

## 2. METHODOLOGY

### 2.1 English in Islamic College

Education encompasses the study of Islam. It serves a crucial purpose because knowing English is like having the key to unlocking your potential in the scientific world (Arakawa, 2010). Science classes can be taught in English if that is the preferred language of the teacher and the students. It is common knowledge that Arabic is the language of instruction in several Islamic educational texts, including the works of Ibn Sina (a physician), Al Jabar (a mathematician), and Ibn Khaldun (a political scientist and historian) (Yi, 2012). Translations of their Arabic works have been published into English because they are now required for reading in western countries like the United States, Canada, and the United Kingdom (Edwards et al., 2021).

We speak English very well and are happy to share what we know about Islam and science (together often referred to as Islamic Science). Moreover, we can disseminate information online by amassing English-language writings that incorporate Islamic studies, such as articles or books. We are all aware that the internet is a powerful medium for communication (X. Li, 2019). Moreover, English is the most widely spoken language online. Clearly, then, English is crucial in the context of Islamic education. In the context of Islamic education, the global language of English is essential because of its centrality to communication with the Western world, which includes the United States and Europe. Before sharing Islam with those who are not Muslim, we need to learn more about it in its original language-Arabic.

English is important for several other reasons, one of which is that it can be used to clarify misunderstandings (Friend et al., 2022; Sifakis, 2019). For instance, if people living in Western countries are not Muslims and have difficulty understanding Islam because of misunderstandings they have encountered while studying the religion, we can assist them by explaining Islam in English (B. Li et al., 2021). In the current educational system, teaching English presents a number of challenges, particularly in the context of Islamic education. Students do not understand the importance of learning and utilizing English as a foreign language, which is the primary source of the problem (Kang, 2021). This is the case even though English is still considered to be a difficult subject, and some students attending Islamic universities are under the impression that English is the language of non-believers.

In addition to more traditional approaches, the lecture method can be used to instruct students in English. Using games frequently, beginning a music club, singing English songs, or watching English films after having a discussion in English about the film's plot,

characters, culture, and other aspects are all examples of additional strategies that can help students become more interested in learning English (Cao et al., 2021; Han, 2021; Zhang & Bournot-Trites, 2021). This is especially true for those who are enrolled in Islamic educational institutions. It is anticipated that teaching English will contribute to the realization of this objective because English is regarded as a very important medium in Indonesia for the country's continued economic growth and advancement (Gibbons, 2009). Within English education, an emphasis is placed on the requirement to comprehend texts and documents associated with technical shifts (Arakawa, 2010).

According to Arakawa (2010), many Indonesian scientists go abroad to further scientific and technological development. Taking the TOEFL (Test of English as a Foreign Language) and scoring well is a prerequisite for enrolling in any university in a country where English is not the official language of communication (Arakawa, 2010). English is becoming more and more important in a variety of modern Indonesian professions, such as diplomacy, bureaucracy, trade, and tourism, where direct communication with foreign parties is required (Arakawa, 2010). The academic use of language is emphasized heavily in English curricula in Indonesia (Hutchinson & Waters, 1987). He continued by saying that memorizing vocabulary and translations is a central part of the English-teaching culture in Indonesia. As a result, our country emphasizes teaching English through reading and translation (Arakawa, 2010). Because of their relative ease to assess, reading comprehension and grammar could be given greater weight on exams (Britton et al., 1990; Richards & Rodgers, 2014).

### 2.2 Learning Loss

Learning loss, also known as loss of learning, is a condition that refers to the deterioration of one's academic knowledge and abilities as a result of the cessation of learning in the context of the field of education. Learning loss is defined as a loss or limitation of knowledge and ability that refers to academic progress and is generally the result of a prolonged gap or discontinuity in education, according to The Glossary of Education Reform (https://edglossary.org/). This loss or limitation of knowledge and ability generally occurs as a result of academic progress (Maríñez-Lora & Quintana, 2010). According to the definition provided by the Education and Development Forum, learning loss is a circumstance in which students suffer a decline in their academic performance due to a loss of general or specific knowledge and skills or an interruption in their education that lasts for an extended period of time.

It is not an easy task to overcome learning loss because it requires the involvement of a wide variety of educational components (Griffiths et al., 2020; Sudre et al., 2017). Particularly in the post-pandemic period, when there is still plenty of restrictions on people's ability to interact with one another directly. Every aspect of education needs to ensure that students have maximum learning rights to rekindle students' interest in academic pursuits and end the learning decline that's been occurring (Coria et al., 2020; Sabates et al., 2021). According to the Education and Development Forum (2020), "learning loss" describes a scenario in which students experience a decline in their academic performance or a loss of general or specific knowledge and skills as a result of a prolonged gap in their education or a break in the educational process. This is largely attributable to the way in which the process of formal education has been disrupted. To date, seventy-five percent of the world's educational institutions have not even resumed traditional classroom instruction.

According to the findings of these studies, the lack of in-person meetings in schools causes three major issues: a) Lack of motivation to study. Most students who do not attend school feel they lack the motivation to study. When the teacher shows interest in them, students tend to be more motivated to learn (Hu et al., 2021). Nonetheless, without a tutor, there is typically a decline in this awareness of learning. A greater effort needs to be made by parents to keep their kids healthy and interested in learning at home (Zhong et al., 2021). b) Inequality is growing. There may be gaps or differences in learning for students who do most or all of their schoolings via online or Distance Learning. It's safe to assume that students with both a conducive classroom setting and a strong foundation at home will do better academically (Kuhfeld, 2019). There is no denying that many students who do not have access to resources or the support of their parents continue to be passionate learners, even though these are obviously exceptional circumstances (Jandrić et al., 2021; Jandrić & McLaren, 2021). It is sufficient for both students and teachers to lose the benchmark of how far learning is being achieved as a result of the ineffectiveness of formative assessment and the elimination of evaluations (Affifi & Christie, 2019); c) The possibility of students dropping out of school. Some of the students are so uninterested that they want to drop out because they are unsure when classes will resume as normal (Harmey & Moss, 2021).

Students who are forced to live in restricted environments are more likely to choose employment as a means of relieving the financial strain placed on their families as well as providing for their own needs because there are not enough resources available to them, it is difficult to keep up with the numerous and challenging assignments, and they are often bored

(Booth et al., 2021; Schuurman et al., 2021). Naturally, we need to approach this problem with a great deal of compassion, particularly for those who have completed their highest level of education. They are wasting both their time and their effort (Ardington et al., 2021; Kaffenberger, 2021).

## 3. METHODOLOGY

This study used a document or text-based qualitative approach, namely research that focuses on and examines the analysis or interpretation of written materials based on the context in which the source of the material is from published records, textbooks, newspapers, magazines, articles and others so that credibility is obtained (Liu et al., 2005). The approach of this paper served as a framework for writing conclusions of thought (library research) that defined the term "learning loss" contextually and analyzed the challenges of facing Learning loss in learning English at Islamic universities Post-Pandemic in Indonesia. A descriptive-qualitative technique that emphasizes examining the deductive and inductive reasoning processes and the analysis is only up to the level of description is used to obtain facts and correct interpretations (LeCompte, 2000). The researcher used this research to describe and explain data about Learning loss in English language learning in Post-Pandemic at Islamic universities in Indonesia.

## 3. FINDINGS

### 3.1 Factors of Learning Loss in English learning at Islamic universities

Students' experiences with learning loss will vary depending on some factors, such as their level of internet access, the quality of their distance education program, the level of support they receive from their families, and the level of engagement they have with their schools and educators.

The following are some of the factors that cause learning loss in students: 1) The vacation period is too long; most students will forget for a moment about things related to campus. However, this has the potential to cause learning loss; 2) Gap-Year students stay in class for a certain duration, students' memory of the subject matter on campus will slowly fade; 3) Leave / drop out, due to not receiving proper and correct education for a certain duration of time, the ability of students in learning will be reduced; 4) Less effective teaching. Students who have teachers with poor quality and ineffective teaching methods will be relatively more challenging to achieve a certain level of understanding; 5) The COVID-19 pandemic. During the COVID-19 pandemic, face-to-face educational activities on campus

have shifted to being carried out remotely using various online learning platforms. This condition is one of the triggers for learning loss for some students.

### 3.2 Strategies to overcome the opportunity of Learning Loss in English language learning in Post-Pandemic at Islamic universities in Indonesia.

Concerns have been raised about the decline in the standard of cognitive knowledge, practical skills and social skills that students still have at universities as a result of the suspension of face-to-face teaching. Starting from the distribution of material that is not free, the challenges faced when contacting lecturers or teachers for advice, to disruptions in the efficiency of internet operations. In addition, lecturers and teachers often question the efficiency of the online learning process because they have not found the right format in many universities or schools. On the other hand, the school is constrained by the limited availability of teaching materials for students. Concerns among education actors and observers due to reduced teaching and learning hours, inappropriate delivery of subject matter, and difficulties in teaching practical material. It is feared that students will experience learning challenges even after the Covid-19 pandemic has completely subsided because of this fear of losing learning.

If the quality of students decreases, it will impact the development of education as a whole and the world of work. Not surprisingly, suggestions emerged containing ideas to extend the length of the study year. Some of them suggested that the study period be extended for six months, some suggested that it be extended for one year, and some suggested that it be extended according to the length of this pandemic. However, is the learning loss that occurs to these students purely caused by the PJJ system and the pandemic? There are striking differences in the learning loss concept used in Indonesia and abroad. In Indonesia, the concept of learning loss is only understood as a form of decreasing student ability due to the Covid-19 pandemic.

Based on the concept, learning loss itself can actually occur due to several things, such as school holidays, not attending school, ineffective teaching, and dropping out of school. While abroad, the concept of learning loss is a condition of loss or decline in students' knowledge and skills caused by a lack of continuous interruption in education. If I emphasize the concept of learning loss as a whole in Indonesia, this happens as a result of ineffective teaching. If you look back on the pandemic, students have often experienced learning losses never realized by lecturers/teachers, the education office, and the government. The implementation of the online learning system by the government actually exacerbated the

ineffectiveness in the teaching and learning process. Apart from lecturers' low level of understanding of technology, lecturers' confusion regarding government policies taken is still not relevant to the reality in Indonesia. Currently, there is only teaching in the form of questions without any prior learning.

So, many experts suggest several strategies that can be taken, although of course all of them need adjustments according to the conditions of each school. These strategies include: First, universities must continue to develop the capacity of lecturers and students so that they are able to optimize online learning. Learn many experiences during the pandemic that will not disappear when things return to normal. From this experience, inspiration and input will be created for future educational development; Second, learning during the pandemic is focused on topics and skills that are essential and useful for students to pursue further education and the world of work. To realize useful learning, we need not only to understand the material but also an emphasis on meaning. Third, curriculum development and learning models liberate students from pursuing grades because this makes students individualistic and socially insensitive. In the curriculum, lecturers and students should not be charged with the 'normal' curriculum contained in the basic competencies because this has not changed at all even though the lesson hours have decreased significantly.

Fourth, deep learning can be understood as the process of a person being able to take advantage of what has been learned in a situation and able to apply it to new situations or can be regarded as a form of transformational learning; Fifth, knowledge of skills (tool-knowledge) is needed to be able to independently, seek, and acquire new knowledge. Here the lecturer acts as a presenter and motivator for students to improve the quality of the formation of students' personal attitudes and character. This mastery will make it easier for students to acquire new knowledge that supports their independent learning abilities. The concept of learning loss is not only focused on elements of information technology but also requires a curriculum reorganization that is in line with current conditions.

### 3.3 The role of English lecturers in reducing the occurrence of Learning Loss opportunities in learning English at Islamic universities Post-Pandemic in Indonesia

Provide support to lecturers to create a conducive learning environment so that all children are involved in the learning process, including in the post-Covid-19 pandemic, because realizing inclusive services means providing meaningful learning opportunities for all children. Education according to their needs and regional characteristics must be appointed so that learning is in accordance with the region. Seeing the phenomenon of

learning loss and the various challenges, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) tries to restore learning. One of the efforts made by the Ministry of Education and Culture to overcome the existing problems is the launch of the Merdeka Curriculum (Independent Curriculum).

The Merdeka Curriculum is a curriculum with diverse intra-curricular learning where the content will be optimized, so that students have enough time to explore concepts and strengthen competencies. Lecturers have the flexibility to choose various teaching tools, so that learning can be tailored to students' learning needs and interests. Learning loss is a condition of loss of knowledge and skills in academic development due to the cessation of learning in the world of education. This is due to the occurrence of the covid 19 pandemic. Overcoming learning loss after the covid 19 pandemic is by restoring learning to be carried out by all parties, including universities, lecturers, and local and central governments, by designing the Independent Learning Curriculum.

From the various learning loss problems, the researcher has tips to overcome these problems by 1) Conducting initial learning tests on students when they return to college. Before starting learning, lecturers need to do a pre-test or initial test to see to what extent the initial knowledge of students who have been experiencing the distance learning process (PJJ), that is certainly different from face-to-face learning (PTM); 2) Creating an innovative and fun learning atmosphere. Lecturers should be more innovative in creating PTMs that continue to progress but are still fun. Learning is more emphasized on the process, do not emphasize the results that have an impact on the psychology of students; 3) Providing a set of tools or learning resources that lecturers can directly use in practicing teaching; 4) Always carefully monitoring the condition of lecturers and students against psychological pressure. Even though the learning has been active, innovative, and fun, the lecturers still monitor the psychological condition of the students and the lecturers themselves. Because it was emphasized from the beginning the problem of learning loss which was quite severe.

## 4. DISCUSSION

This section discusses the challenges of learning loss in English language at Islamic higher education in the post-pandemic. First, factors of learning loss in English learning at Islamic universities. Second, strategies to overcome the opportunity of learning loss in English language learning in post-pandemic at Islamic universities in Indonesia. Third, the role of English lecturers in reducing the occurrence of learning loss opportunities in learning English at Islamic universities post-pandemic in Indonesia. Engzell et al. (2021) classify

students who experience learning loss into three groups: one, the overall number of students, which is increasing but at a slower rate than if they attended classes in person; two, the prevalence of low-quality children receiving PJJ; and three, the students who (feel they) learned nothing until they left school.

Today's hurried online courses are less likely to help students learn what they need to, and they will likely cause students of all levels to miss out on important information (Engzell et al., 2021). How do we measure the extent of students' learning loss so that they can be stratified into manageable treatment cohorts? One method for doing this is to "track and monitor learning progress, reports, documentation." This needs continuous monitoring and assessment. Online learning platforms make this challenging during the pandemic, as Engzell et al. (2021) found a decline in completed coursework and an increase in test score dispersion. Evaluation instruments should also include tests that have been subjected to external validation, using data from a statistically valid and representative sample and inferential statistical methods.

Learning loss experienced by students will cause cumulative losses over the years, impacting not only the students' academic performance in their years of study but also as they become adults (Premji, 2021). To ensure that this does not happen, many strategies must be adopted and rigorously implemented to compensate for this overall learning loss when schools reopen.

The way to overcome learning loss after the COVID-19 pandemic is by restoring learning, several ways to restore learning, including Angelia Iyeng, Zenius Education's Teacher Upskilling Lead for Lecturers/Teachers, said that in order to achieve the target of maintaining the vision and mission of Higher Education/Schools and preparing students to live healthy lives in the post-pandemic era, there are various aspects that must be maintained and improved. First, the lecturers must be involved and need to have admin and marketing skills. Therefore, schools need to facilitate their education staff with technological developments. Second, parents in the post-pandemic era must be embraced. Parents must be critical of the condition of the school but, on the other hand, must support school policies.

In addition, the campus must be able to provide accurate information regarding whatever is happening in the field to the government so that a solution can be found immediately. The third aspect is libraries and learning applications that must be well maintained. Especially in the midst of this pandemic, universities/schools must have learning applications that can be given to students. Through libraries and learning applications,

students get learning references from not only their lecturers/teachers but also various media access. Usman Djabbar said, three pandemic legacies must not be eliminated in the education unit. First, lecturers must learn and share. Second, a culture of innovation, such as doing learning through project-based learning, and lastly, the legacy of educational technology is to understand the concept of comparative verification of production, trial and error resistance, knowledge, and opportunities to collaborate with different ecosystems using technology. These three are the legacy of the pandemic that should not just disappear when face-to-face learning is back" (www.ditpsd.kemdikbud.go.id).

## 5. CONCLUSION

Based on the phenomena that occurred after the COVID-19 pandemic, the challenges in dealing with Learning loss in learning English at Islamic universities after the pandemic in Indonesia are very real. Learning loss is a condition of loss of knowledge and skills in academic development due to the cessation of learning in the world of education. This is due to the covid 19 pandemic. Overcoming Learning loss after the covid 19 pandemic is by restoring learning to be carried out by all parties, including the university, lecturers, the entire campus academic community, and local and central governments, by designing the Independent Learning Curriculum.

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