



The Learning Loss of Basic Education Learners in Thailand during the COVID-19 Situation: Conditions, Causes and Guidelines for Improving Learning Quality

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Abstract

Self-awareness of basic education learners in the situation of COVID-19 It is the cause of the change in one's own learning in a direction that tends to decrease. From studying the characteristics of learning loss with regression in terms of learning achievement literacy and various characteristics of learners The situation of learning management at the basic education level from the situation of the COVID-19 epidemic, found that educational institutions have teaching in a variety of ways. There are a variety of tools and technologies used in teaching and learning. Policy has been modified Management and measurement and evaluation of educational institutions.

The approach to reducing learning loss to improve learners' learning quality is motivating goal setting and self-direction of learners during teaching and learning management Parents and teachers should encourage learners to be aware and aware of the media. This includes monitoring and supervising learners closely in accessing media that is not beneficial to learning or inappropriate media that may affect learning, characteristics, and learners' physical and mental health. Parents may be involved in learning planning, monitoring, preparing, mentoring, and supporting learners' learning. And has communication with teachers to inquire and follow up on learners' learning.

Keywords: Learning Loss, COVID-19, New Normal, Acceleration Programme

Introduction

Continuing from the end of 2019 to the present that severely affect the development of the country in various fields, including the management of education which educational institutions need to be closed for a long time to prevent the spread of disease The teaching format has been adjusted to be remote or online. And the student measurement and evaluation model has been adjusted to facilitate distance learning or online. The impact of the COVID-19 situation what happens to the education system has both positive and negative effects. Positive impacts such as accelerating the development of educational technology the development of teaching and learning by using more technology, etc., negative impacts such as the quality of teachers' learning management decreased. Students receive less practice skills in the course and are unable to do their jobs. Karma with friends has insufficient internet network and unstable signal. The teachers have a greater burden of caring for students. Parents need time to support their child's learning and it costs more. etc., which affected teachers, learners, parents and overall learning achievement. (Office of the Education Council Secretariat Ministry of Education, 2021a)

The learning loss or learning loss as the word was mentioned and received attention. Greatly since the end of the year 2019 until the present Due to the epidemic situation of the corona virus-19 known as COVID-19, but in fact, this learning loss has been around for a long time. Under the influence of various situations, even those that occur naturally by the actions of individuals or by the educational system that affect the learning of the learners Therefore, clearly understanding the nature of the learning loss is extremely important. Because it will lead to finding a solution to the problem appropriately.

From studies in various documents the study found "Learning loss" is a condition that reflects the decline in learners' knowledge that is forgotten over time. Or a condition in which learners lose learning opportunities that should be available during normal school years. This may be considered a school break during the school year's break (Coe et al., 2020 cited in Noam et al., 2021) that results in a learner's loss of specific knowledge or skills or general knowledge or skills. But from the summer break, where schools are usually closed for a period of two months or two and a half months. Schools may employ a variety of strategies to reduce student learning losses, such as opening summer classes. reviewing the content taught during the transition period at the beginning of the semester or even setting aside time to provide additional tutoring for certain learners (Great schools partnership,

2021) In addition, learning loss can also be triggered by other situations such as natural disasters such as heavy rains, floods, tsunami, and teacher strikes. Ineffective teaching, interrupted formal education from social unrest, such as protests and revolutions that prevent learners from going to school. Block Scheduling(cut-out), block scheduling, blocking off opportunities for learners' learning needs. Or even returning to the education system (Returning Dropouts) of students after a long period of study, causing learners to experience knowledge loss or learning gaps. In this case, the school may require the learner to repeat the previous class. The study more to compensate, etc. Teacher strikes, ineffective teaching, interrupted formal education from social unrest, such as revolutionary protests that prevent learners from going to school. Block Scheduling, block scheduling, blocking off opportunities for learners' learning needs. Or even returning to the education system (Returning Dropouts) of students after a long period of study, causing learners to experience knowledge loss or learning gaps. In this case, the school may require the learner to repeat the previous class. The study more to compensate, etc. Teacher strikes, ineffective teaching, interrupted formal education from social unrest, such as revolutionary protests that prevent learners from going to school. Block Scheduling, block scheduling, blocking off opportunities for learners' learning needs. Or even returning to the education system (Returning Dropouts) of students after a long period of study, causing learners to experience knowledge loss or learning gaps. In this case, the school may require the learner to repeat the previous class. The study more to compensate, etc. Block Scheduling(cut-out), block scheduling, blocking off opportunities for learners' learning needs. Or even returning to the education system (Returning Dropouts) of students after a long period of study, causing learners to experience knowledge loss or learning gaps. In this case, the school may require the learner to repeat the previous class. The study more to compensate, etc. Block Scheduling, block scheduling, blocking off opportunities for learners' learning needs. Or even returning to the education system (Returning Dropouts) of students after a long period of study, causing learners to experience knowledge loss or learning gaps. In this case, the school may require the learner to repeat the previous class. The study more to compensate, etc.

Origin and meaning of learning recession

This learning loss can occur to learners in both high, middle and low income countries during the past COVID-19 pandemic. (Great schools partnership, 2021; Noam et al., 2021) society, quality of life and economy of all countries around the world when considering the educational dimension, it was found that due to the epidemic situation, educational institutions at all levels had to stop studying at some point. As a result, learners do not receive complete learning management as they should have received in the educational system. Teachers have to modify teaching styles and methods of learning management. and change the platform to manage learning to be more online (Online Learning) or virtual classroom In addition to school administrators and teachers who must dedicate and devote their energy to allocating resources to meet the learning needs of learners, parents and guardians as a result of the impact of the COVID-19 pandemic, the US Department of Education, Office for Civil Rights (2021) has set up Interesting observations from learning data of learners at primary, secondary and post-secondary levels Since the mid-March 2020 pandemic forced many schools in the United States to transition to online learning until mid-April 2018. 2021, it can be concluded that the impact of the COVID-19 epidemic has a negative impact on academic growth. Based on students' grades in mathematics and reading, there was a decline in some grades compared to the pre-epidemic period. But it increases disparities and opportunities for access to learning channels, such as technological and other barriers that make participation in virtual classrooms more difficult. Learners are at greater risk of facing mental health and well-being problems because of the lack of opportunities for assistance from the educational system. For learners with learning disabilities who need a lot of academic support and support. There must be a disruption due to the epidemic situation, causing more inequality as well. In addition to the fact that the learner will not be able to manage the course in the normal classroom for a long time. Until causing a recession in learning from the epidemic as mentioned above. The one phenomenon that reflects the decline in learners' learning is the loss of fundamental abilities that had before the epidemic, such as the ability to read comprehension.

Computational skills, Understanding of course concepts, etc., Which is considered a regression in curricular learning that affects more complex future learning. Therefore, the learning loss therefore includes a decline or loss of knowledge, skills, or what learners have from receiving regular classroom arrangements Learning opportunities that learners deserved but didn't. This could potentially lead to future declines or loss of learning. The degree of learning regression of learners can be assessed based on four areas of language proficiency, namely reading, writing, speaking, listening, and mathematical abilities in four areas: 1) Number identification, 2) Calculation, 3) Explain 4) Problem Solve. (Azim Premji University, 2021)

From the foregoing, it can be concluded that "Pandemic Learning Loss" refers to the deterioration of existing knowledge and the loss of learning opportunities of learners that should have been due to affected by the epidemic situation of COVID-19 causing classroom learning management to change from other forms such as online teaching management the learning loss can be considered by comparing the learning outcomes of learners who received the curriculum in the pre-epidemic period where learners received learning management under normal circumstances with those during the period. Epidemic from the definition of this recession the author has

therefore defined an operating definition of the word. Learning loss in accordance with the educational context of Thailand in the situation of COVID-19 refers to the self-perception of learners at the basic education level in the situation of COVID-19. About the change in one's own learning in a direction that tends to decline and from the nature of the learning loss with the regression in terms of learning achievement literacy and various characteristics of the learners..

Concepts related to learning recession

Learning loss (Learning Loss) arising from teaching and learning management during the COVID-19 situation. It affects the education sector in many ways. Causing teaching management to be adapted to an online format Teachers must adapt to the situation in order to manage learning with quality, consistent and appropriate with the development of learners in each age range. In this topic, information related to learning loss is presented in 3 issues: 1) The situation of learning loss, 2) Educational management guidelines for the development of learners in each age group, and 3) Educational management principles. Online format during the COVID situation which are briefly detailed as follows:

1. The condition of the learning recession

From the epidemic situation of COVID-19 As a result, the education industry has undergone many changes. One of the obvious changes is the change in teaching and learning management styles. In the academic year 2021, the Office of the Basic Education Commission (OBEC) has defined five teaching styles according to the context and suitability of each school, namely ON-AIR, ONLINE, ON-DEMAND, ON- HAND and ON-SITE (Office of the Education Council Secretariat Ministry of Education., 2020; 2021b) without the need for closed schools to use online teaching only. However, an assessment of the educational situation arising from the impact of COVID-19 found that online teaching is not as effective as classroom learning, causing children's learning loss (Learning Loss). From the parent's inadequacy shortage of computer equipment internet access using too much screen time lack of interaction with friends causing stress for both children and teachers (Thongliamnak. P., 2021a) Professor Eric Hanuchek, a leading economist at Stanford University, has made estimates based on OECD countries that school closures will lead to student learning recessions, or learning disabilities. Know missing which affects the future income of those children to the effect on the country's GDP in the long term. It is estimated that if a student does not go to school for about four months, this will result in a 2.6% loss of his future income over the course of his life and a 1.5% decrease in the country's GDP over the course of a century (until 2100). Currently, the country's GDP reaches 69%. In the case of Thailand, this could be accounted for over \$900 billion in lost economic values over the course of the century (Thongliamnak. P., 2021a).

It was also estimated that learning recessions that occur during distance learning are imbalanced, such as poor children. Underprivileged groups are more affected than children of the more economically affluent. The poorer the children, the more likely they are to drop out of the education system than any other group of children. Research in the United States has also found that Children who are able to study online well during the COVID-19 situation are those who are already doing well in classrooms. But the middle- or lower-level children in the classroom when studying online, there will be a severe learning recession. Making it even more abandoned for Thailand The World Bank has reported that in the days before COVID-19 About 23% of Malaysian children aged 10 years old have learning poverty in about 20 children, compared to 13 Malaysian children in Singapore 3. 2 Vietnamese people or children the emergence of coronavirus will only worsen the country's learning poverty situation. which will lead to the loss of his human resources and future income quality of life as well as the level of economic prosperity in the country as a whole (Thongliamnak. P., 2021b) and the World Bank further stated in its Human Capital Index report that Thai students spend an average of 12.7 years in school, but Knowing that is comparable to learning only 8.7 years, so even if there is no covid-19 situation Thai children also have knowledge that has been lost for about 4 years because of the quality of teaching and learning. Even more situations arise where children do not go to school as usual. The more knowledge he had, the more it would diminish. However, the above is just an economic perspective. But still not looking at it in terms of human capital including mental, emotional, and social skills development, which children lack when they do not come to school including food shortages among poor children and children who do not use Thai as their primary language will have problems. Because they did not come to interact with friends, teachers, especially children with disabilities children with special needs living without school will have more serious problems. Including early childhood groups Preschool children between 0-7 years, which is considered the golden age of development in life. If it has passed this age, it may be too late to come back and develop it. If they are middle-class parents, they may be able to hire a mentor to teach or take care of themselves. But for poor families who have to rely on child development centers in the community during periods when the child centers are closed, it will greatly affect the development of these children. (Thongliamnak. P., 2021b)

Another important issue is metrics, evaluating, because during the coronavirus period, the metrics system in many countries had to be cancelled. If a child has to go back to school with missing knowledge it will cause damage in the long term. Because he will not be able to follow up with his friends in time including unable to support new content more difficult. Therefore, the evaluation should be assessed so that teachers can know how the child's cognitive skills at the time of his return to school are missing. What subjects should be supplemented? with an intensive learning system (Acceleration Programme) for children to be able to keep up with their peers. Many countries have different approaches. The both use the tutor system either one-on-one or classroom Made by the private sector, NGOs, government budgets. Or use supplementary teaching at the end of the day Or increase the time to study on Saturdays and Sundays in order to avoid permanent learning loss problems. Education management during the COVID situation must be flexible education arrangements to suit the context of the students (Thongliamnak. P., 2021b)

2. Guidelines for educational management to develop learners in each age group

The learning loss (Learning Loss) that occurs during the COVID situation may differ according to the development of learners in each age range. Therefore, teachers organize learning activities to suit learners of each age group. In order for learners to learn to their full potential (Uthairatanakit. D., 2016) discussed the development of basic education which is divided into 3 age ranges as follows:

- From birth to kindergarten the role of parents is very important. including teachers who have to play a role together in promoting and creating experiences for children to have good development in physical, emotional, social and intellectual and create good feelings for yourself, such as training children to move their bodies teach children to help themselves age appropriate Provide opportunities for children to do various daily activities by themselves so that they are as ready as possible, such as eating, bathing, dressing, going to the bathroom, helping with housework, which will train their thinking, decision-making, and actions to develop self-esteem. (Office of the Education Council Secretariat Ministry of Education, 2021b)

- Elementary school it is the age of diligence. Ready to learn and strive, so teachers have a duty to support. Students should not be judged on failures. or being reprimanded by parents This may cause students to feel insecure about themselves. Those involved must adhere to the principle that all learners have the ability to learn and develop themselves. Therefore, the teaching and learning process must emphasize that learners can seek knowledge. And develop knowledge naturally and to the fullest potential of one's own Teach for self-learning There are activities and processes for learners to think, analyze, synthesize, evaluate and create things which will enable learners to apply what they have learned in their daily lives.

- Secondary level It is an age that begins to face the complexity of society, therefore children in this age must have the ability to think, analyze and distinguish, which teachers must take into account the principles of brain development and the ability to search for knowledge. According to the core curriculum of basic education that has set the standard for learning to develop important potential of learners it aims to develop learners to be able to live happily with others in society in 5 aspects: communication skills. to eliminate and reduce conflicts, the ability to systematic thinking the ability to solve problems properly and appropriately on the basis of reasoning and morals; understanding of relationships and changes in social events; the ability to use life skills; know how to adapt and the ability to use technology.

The learning recession of learners at the basic education level due to the COVID-19 epidemic situation in Thailand

From the study of the relevant agencies that have studied the learning regression of learners at the basic education level due to the epidemic situation of the COVID-19 virus. Of Thailand's Office of the Education Council Secretariat Ministry of Education (2021b) can be summarized as follows:

1. The results of a study on the situation and causes of learning recession among students at the basic education level from the epidemic situation of the COVID-19 virus.

- 1.1 The situation of learning management at the basic education level from the epidemic situation of the COVID-19 virus found that educational institutions have various types of teaching and learning management. There are a variety of tools and technologies used in teaching and learning. Policy has been modified Management and measurement and evaluation of educational institutions. (Quality Study)

- 1.2 Problems of learning recession among elementary school students from the epidemic situation of COVID-19 showed that 1) there was a recession in knowledge learning 2) there was a recession in learning skills. reading and mathematics 3) the characteristics of learners that have changed, such as being afraid to answer questions Lack of participation in learning and 4) life skills, relationships and working with others decreased. As

for the cause of the learning recession of elementary school students from the epidemic situation of the COVID-19 virus. This was caused by 1) a lack of motivation, interest, and a decrease in students' confidence, 2) a lack of understanding and lack of parental support, 3) a decrease in the teacher-student relationship, and 4) a lack of readiness of the students. Learning media and technology (Quality Study)

1.3 Problem conditions and causes of learning recession of learners

1.3.1 The learning recession condition of the learners at the basic education level the overall picture of the learners at the basic education level had the perception of the learning recession at the moderate level. When considering the perceived recession as a result of academic achievement, it was found that it was at a moderate level in all subjects. The students in grades 1-6 perceived the recession in academic achievement in foreign language, science and mathematics subjects. The most in order while students in grades 4-6 perceived a decline in academic achievement in mathematics. Foreign language and the most scientific respectively the overall picture of the recession of learning characteristics of learners at the basic education level was at a moderate level. The students in grades 1-3 had the highest stress/anxiety in studying, followed by a decrease in learning effort. And the inability to adjust to learning accordingly grades 4-6 students the study stress/anxiety was highest, followed by decreased study effort. And lack of motivation to study in order the students in grades 1-3 had the highest level of stress/anxiety, followed by lack of motivation to study. And learning effort decreased accordingly. The students in grades 4-6 had the highest level of stress/anxiety, followed by lack of motivation to study. And lack of readiness or lack of interest in learning accordingly (Qualitative study)

1.3.2 The problem condition of learning recession among secondary school students from the epidemic situation of COVID-19 showed that 1) there was a recession in knowledge learning. 2) Recession in learning attitudes towards learning and subjects 3) Recession in learning in science and practical skills Secondary school students and 5) emotional states, relationships and mental health of secondary school learners. As for the cause of the learning recession of secondary school students from the epidemic situation of the COVID-19 virus. The reasons were: 1) The reasons caused by the learners, i.e. the change in motivation and readiness for learning; 2) The reasons from the teachers, i.e. the adaptation to the new teaching-learning style; 3) The causes from the parents, namely: understanding and learning support 4) School causes such as policies and management during the COVID-19 epidemic; and 5) The cause of learning media and equipment is media and technology inadequacy. (Quality Study)

2. The results of a study of the situation and causes of learning recession among students at the basic education level from the epidemic situation of the COVID-19 virus.

2.1 Comparison of learning recession among basic education learners classified by affiliation and school size an overview of learners at the basic education level when classified by affiliation, namely the Office of the Basic Education Commission and the Local Administrative Organization. And school sizes were small, medium and large. It was found that overall, the learners had no statistically significant difference in their perception of learning recession. (Quantitative study)

2.2 The results of a study on the perception of factors related to the learning recession of basic education learners At the primary level 1-6, it was found that the learners had a moderate level of perception of factors related to learning recession. By recognizing the teacher's skills the most followed by the participation of parents in promoting learning. and arranging the learning environment accordingly At the secondary level 1-3, it was found that the learners had a moderate to high level of perception of factors related to learning recession. By recognizing the teacher's skills the most followed by the organization of the learning environment. and the participation of parents in promoting sequential learning At the secondary school level 4-6, it was found that the learners had a moderate to high level of perception of factors related to learning recession. They perceived the teachers' skills the most, followed by self-direction in learning. and having skills in information, media and technology, respectively. (Quantitative study)

2.3 causal factors affecting the learning recession of learners at the basic education level from the situation of the epidemic of the COVID-19 virus The causal factors affecting the perception of learning recession among elementary school students 1-6 and grade 1-6 learners found that "self-control in learning" was the factor that directly influenced the perception of learning recession among students of all grade levels. Learners who are self-directed in learning have a low perceived recession in their learning, while "information, media, and technology skills" directly and collectively influence perceptions of cognitive recession. Students learn only in secondary school, while "teacher skills" is one of the factors that play an important role in influencing overall perceptions of learning recession among elementary and middle school students; and "Participation of Parents in Promoting Learning at Home" Only played a role in indirectly influencing the perception of learning recession among early elementary students. (Quantitative study)

3. Approaches to reducing learning recession to improve learner's learning quality

3.1 Approaches to reducing learning recession towards improving learning quality of primary school learners by the Secretariat of the Education Council the Ministry of Education (2021a) has studied and summarized it as a development guideline as follows:

The first aspect of policy and management consists of 5 approaches as follows:

1) Development of teaching and classroom management design techniques for teachers by designing and employing various interesting learning management techniques to attract the attention of learners that makes students interested, focused and alert feel like learning the lesson Including teacher classroom management that makes it easier for students to focus on the content and lessons.

2) Promoting integrated learning management and connecting learners' daily experiences School administrators and teachers may apply the concept of integrated learning management by linking content within and between subject groups. Including linking the knowledge of the content from the lesson with the learners' daily experiences by learning from the close ones. To achieve effective learning.

3) Reducing the workload and assignments of students the school administrators or teachers may set policies or guidelines to reduce the workload, exercises or assignments so that students don't feel bored and stressed.

4) Providing an environment conducive to learning and preparation of the equipment. Media and technology in learning management the school may support or provide equipment. Media and technology Internet signal for students Teachers should choose media and technology that are in line with their readiness. Diversity of learners and the suitability of the course content Parents provide a conducive home environment. And suitable for learners' learning and facilitate learners to achieve good and quality learning.

5) Development of learning materials together the relevant agencies may negotiate. or create cooperation with each other at the local, district, provincial and national level in developing learning materials in each subject together and provide opportunities for sharing learning materials in learning management To enable learners to achieve good learning outcomes from learning with quality learning materials.

The second aspect of learning promotion and learner quality consists of 4 approaches as follows:

1) Motivation goal setting and self-direction of learners during teaching and learning management. Teachers and parents should encourage learners to be motivated. Have reinforcement supervision and development enable learners to be able to direct themselves in their studies and participate in continuous learning activities.

2) Promoting media literacy among students Parents and teachers should encourage learners to be aware and aware of the media. Including monitoring and supervising learners closely in accessing media that is not beneficial to learning or inappropriate media that may affect learning, character and physical and mental health of learners.

3) Promoting relaxation activities eat nutritious food and exercise for the well-being of students' Parents should promote the well-being of their learners in order to be ready to learn by having them engage in relaxing activities such as exercising or doing activities with their parents while at home. Including preparing nutritious meals for students.

4) Promoting participation and relationship between students, parents and teachers, where parents may participate in learning planning, monitoring, preparing, mentoring, and supporting learners' learning. And has communication with teachers to inquire and follow up on learners' learning.

3.2 Guidelines for reducing learning recession towards improving the learning quality of secondary school learners there are guidelines as follows.

The first aspect of policy and management consists of 6 approaches as follows:

1) Budget allocation for remedial assistance in connection with internet signal, equipment, media and technology. The government and related agencies should allocate budgets to educational institutions, teachers, or learners to help compensate for the costs of purchasing internet signals, equipment, media and technology necessary for online teaching and learning. so that students can access the internet equipment and technology media on an equal footing and quality learning.

2) Providing an environment suitable for learning both physical and mental health Parents should provide a home environment that is suitable for learning and free from distractions in students' learning. Teachers create an environment that is friendly to learning. Attract and stimulate students' learning needs without pressure to make them feel happy. Comfortable in learning.

3) Development of teacher learning management techniques Teachers should design an active learning management and adjust the teaching methods to be interesting and diverse to attract the attention of learners to create a willingness to learn. And focus more on the content and lessons.

4) Content adjustments, reducing the workload and assignments of students Educational institutions may establish policies or guidelines regarding content adjustments in lessons. Reducing workload and assignments to help learners stay stress free. As well as helping learners to have a good attitude and motivation in learning.

5) Sharing resources and learning materials agencies involved in educational management may negotiate or create cooperation in the creation and use of media, innovations and learning resources in each subject that are quality, useful and conducive to learners' learning. To help learners and parents have full access to learning resources.

6) Communication and clarification to understand the learning management for parents and students. Educational institutions should communicate and provide information on learning management and answer questions clearly. And frankly In order for learners and parents to be aware of the situation of school practices.

The second aspect of learning promotion and learner quality consists of 4 approaches as follows:

1) Promotion of activities and exercises for good health of students' Parents should support and promote the students' well-being by possibly encouraging them to do leisure activities. Exercises to help learners be ready and empowered to learn.

2) To promote participation and interaction between students, parents and teachers, there should be a good interaction and relationship between teachers, students and parents. Communication may be used to inquire and monitor learning, progress, readiness. And promote and support in various subjects for students.

3) Promotion and preparation of equipment media and technology educational institutions should support, procure equipment, technology media. as well as internet signals for students Including the selection of media and technology that are in line with the aptitudes, needs and readiness of the learners.

4) Promotion of motivation and enhancing self-learning for students Teachers and parents should enhance self-learning for learners by stimulating and encouraging learners to be motivated. Teach students how to learn and always reinforcing students to help learners learn effectively.

Conclusion

Learning loss on learning achievement of primary and secondary school students due to the epidemic situation of COVID-19 of Thailand found the students had a recession in learning knowledge. Knowledge link there was a recession in learning scientific skills and practical skills. The students had a recession in their learning in reading skills. And math Overall, the students at the basic education level had a moderate level of perceived recession in academic learning outcomes in all subjects. The students in grades 1-6 perceived the recession in academic achievement in foreign language, science and mathematics subjects. The most in order while students in grades 4-6 perceived a decline in academic achievement in mathematics. foreign language and the most scientific respectively Looking at the results of the study reports, it was found that at all levels, the students' perceptions of recession were consistent at all levels. In other words, the top three are foreign language, science and math courses.

Characteristics of learners that have changed, for example, learners are reluctant to answer questions. Lack of participation in learning, life skills, mental health, emotional state Decreased relationship and cooperation with others as well as decreased attitudes towards learning and subjects studied. Which the study found the overall picture of the characteristic recession of learners' learning at the basic education level was moderate. The students in grades 1-3 had the highest stress/anxiety in studying, followed by a decrease in learning effort. And the inability to adjust to learning accordingly grades 4-6 students had the highest stress/anxiety in school, followed by a decrease in learning effort. And lack of motivation to study in order. The students in grades 1-3 had the highest study stress/anxiety, followed by a lack of motivation in learning and a decrease in learning effort respectively. Grade 4-6 students Study stress/anxiety was highest, followed by lack of motivation to study. And lack of readiness or lack of interest in learning accordingly if considering the research results of all grade levels, it was found that the first place was the stress and anxiety of the learners.

The approach to reducing learning loss towards improving learner's learning quality should involve all sectors in education management to participate in the development of learner quality. This is a short-term and long-term solution. The government should design strong social protection measures. And there are strategies of distance education to mitigate the negative impact of school closures. In addition, there should be long-term measures to solve problems and recover the education system in the future. This additional time may take the form of additional school days. Additional time on the opening day or extension of the summer semester Add time to study before or after school. Organize programs to assist students with special needs or students identified as at risk of academic failure.

In addition, the development of learners through holistic education management. Reduce the importance of grades but focus on social and emotional activities to create motivation and encourage learners to participate in

learning it encourages learners to adapt better to new academic activities. In the design of learning management, a learning plan should be structured and clearly oriented as possible, which is not necessarily the same as the original curriculum in the curriculum. Normal systematic training on digital technology literacy is organized for learners and parents. And training to increase the efficiency of online (distance) teaching for teachers, including preparation for creating programs and training teachers to be able to create continuous teaching as soon as the school opens. A progress assessment method is used to identify learners' learning level. Some parts of the content should be re-examined while students were studying at the school closed for the next level. and teachers should adjust the teaching methods according to the skill level of the students. Teachers should work together to find effective teaching methods. Information from online learning management should be used for management so that teachers and staff can determine which students are at risk of dropping out of the education system.

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