THE ROLE OF TEACHERS IN OVERCOMING POST-PANDEMIC LEARNING LOSS IN ELEMENTARY SCHOOLS

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PERAN GURU DALAM MENGATASI *LEARNING LOSS* PASCA PANDEMI DI SEKOLAH DASAR

ARTICLE HISTORY	ABSTRACT
	Abstract: This study aims to knowing the teacher role in planning learning to overcome post-pandemic learning loss in class 3 SD Negeri Gendol 1, knowing the role of the teaher in overcoming students reading skills due to post pandemic learning loss in class 3 SD Negeri Gendol1, knowing the teacher role as a motivator forpost-pandemic students in class 3 SD Negeri Gendol1.This study use a qualitative method, in which the researcher directly observes the teacher role as a motivator for students, especially in class 3. The data collection process is carried out using 3 techniques, observation, interviews, and documentation. In data analysis activities consist of 3 paths, data condensation, data presentation and drawing conclusions. After the researcher conducted the research, the researcher could conclude that learning had been carried out online, the use of learning applications during a pandemic, adjusted the curriculumused, the teacher prepare lesson plans, the teacher used interesting learning media, class 3 students had different reading abilities, the teacher carrying out reading habits for students, the teacher makes students to be more active in reading during the learning process,and provides library space and books, the teacher gives appreciation to students, as well as the occurrence of good communication between teacher and parents. **Keywords: The role of teachers, learning loss, pandemic**
	Abstrak: Penelitian ini bertujuan untuk mengetahui peran guru dalam merencanakan pembelajaran untuk mengatasi *learning loss* pasca pandemi di kelas 3 SD Negeri Gendol 1, mengetahui peran guru dalam mengatasi kemampuan membaca siswa akibat *learning loss* pasca pandemi di kelas 3 SD Negeri Gendol 1, mengetahui peran guru sebagai motivator bagi siswa pasca pandemi di kelas 3 SD Negeri Gendol 1. Penelitian ini menggunakan metode kualitatif, yaitu peneliti melakukan pengamatan secara langsung mengenai peran guru sebagai motivator bagi siswa khususnya kelas 3. Proses pengumpulan data dilakukan dengan 3 teknik, yaitu pengamatan atau observasi, wawancara dan dokumentasi. Dalam kegiatan analisis data terdiri dari 3 alur yaitu kondensasi data, penyajian data dan penarikan kesimpulan. Setelah peneliti melakukan penelitian, peneliti dapat menyimpulkan bahwa pembelajaran pernah dilakukan secara daring, penggunaan aplikasi belajar saat pandemi, penyesuaikan kurikulum yang digunakan, guru melakukan penyusunan RPP, guru menggunakan media pembelajaran yang menarik, siswa di kelas 3 memiliki kemampuan membaca yang berbeda-beda, guru melakukan pembiasaan membaca bagi para siswa, guru menjadikan siswa untuk menjadi lebih aktif membaca saat proses pembelajaran, dan penyediaan ruang perpustakaan dan buku-buku, guru memberikan apresiasi kepada siswa, serta terjadinya komunikasi yang baik antara guru dan orang tua.

Kata Kunci: *peran guru(motivator), learning loss(kemampuan membaca), pandemi*

INTRODUCTION

Coronavirus Disease 2019 or commonly referred to as Covid-19 is a contagious respiratory disease. In Indonesia, this outbreak has quickly spread throughout the region since the first case was confirmed on March 2, 2020. The increase in Covid-19 cases in Indonesia has changed the order of people's lives and has an impact on various sectors, especially in the education sector (Herliandry &; Suban, 2020). This is a new adaptation challenge for Indonesian citizens and government in responding to the education process in Indonesia during the pandemic.

As a form of preventing the spread of the Covid-19 virus in Indonesia, the government took action, namely by urging the public to carry out social distancing movements. In accordance with government policy stated in the circular letter of the Minister of Education and Culture No. 4 of 2020 concerning the Implementation of Education Policy in the Emergency Period of the Spread of the Covid-19 Virus which resulted in the closure of schools throughout Indonesia and encouraged all levels of education to be able to conduct online learning or distance learning. Online learning also has an impact on decreasing learning motivation because online classes require high independence and the ability to learn independently.

The most important motivation is the motivation that comes from the students themselves, because motivation from oneself will be a determining factor for the success of the learning process (Yustika & Subagyo, 2019). Distance learning is certainly inseparable from the gaps that cause the learning system to be less effective. There is one thing that is feared if distance learning lasts for a long time, namely the occurrence of learning loss.

According to The Education and Development Forum means that learning loss is a situation when students lose knowledge and skills both in general and specifically, in other words the occurrence of academic setbacks due to certain conditions such as prolonged gaps or the unsustainability of the educational process. One of the feared learning loss occurs because of the lack of motivation given by parents or teachers to students. The absence of face-to-face learning has an adverse influence on student learning motivation. It can be said that this learning loss will affect the quality of human resources in the future. Minister of Education and Culture for Research and Technology of the Republic of Indonesia, Nadiem Makarim admitted that Indonesia's education system had lagged behind other countries before the Covid-19 pandemic hit. According to Nadiem, the potential for Indonesia's lagging behind will be even more real. The pandemic that occurs can open and increase various types of inequality, Nadiem also revealed that Indonesia's score is relatively low because it ranks 74th out of 79 countries, one of which is in the reading ability category (Cerelia et al., 2021).

According to Kurniawati (2020), reading is closely related to the recognition of written language symbols which are stimuli and are used as helpers in the process of remembering things read. Reading is one part of language development which can be interpreted as translating symbols or images into sounds, then combined with words that are arranged so that someone can understand the reading (Suparlan, 2021). Based on the above opinion, it can be concluded that by reading someone will know and understand the meaning of every sentence written in a reading media. The ability to read that children have can be influenced by several factors, namely family environment factors, school environment and from the community environment. Therefore, the development of student reading in learning must get serious attention for educators, one of which is by providing motivation.

Motivation is a drive that exists within a person aiming to do an action, either intentionally or unintentionally to achieve certain goals (Oktiani, 2017). For a teacher, finding out student learning motivation is needed, because by knowing the learning motivation of each student, the teacher can foster student learning motivation. As for a student, having learning motivation can increase his enthusiasm to do learning activities.

The formulation of the problem in this research is, what is the teacher's role of planning lessons to overcome post-pandemic learning loss in class 3 of SD Negeri Gendol 1. What is the teacher's role in overcoming students reading skills due to post-pandemic learning loss in class 3 SD Negeri Gendol1. What is the motivator for post pandemic students in class 3 SD Negeri Gendol 1. And this research was conducted at SD Negeri Gendol 1, Sine, Ngawi which is located at the Sine-Hargosari Km. 1 highway, Sine District, Ngawi Regency.

This research design uses descriptive research with case study method. Case studies can be related to various aspects of a person, group, organization, a program, community situation, and can even be related to detailed research of a person or a social unit within a certain period of time (Yin, 2010).The data sources in this study are primary data sources and secondary data sources (Sugiyono, 2016). Primary data sources are data sources that directly provide data to data collectors or researchers. Theprimary data in this study is a class 3 teacher of SD Negeri Gendol 1. Secondary data sources are data sources that do not directly provide data to data collectors or researchers, for example through other people or through documents.

The data collection process is carried out with 3 techniques, namely observation or observation, interviews and documentation (Sugiyono, 2016). Observations are made to obtaininformation about the real situation in the field. Observation is a tool to help collect data systematically. That is, observation and recording are carried out according to certain procedures and rules. In this research activity, the type of observation used by researchers is participant observation (direct participation from observers). Interview is communication between two or more parties that can be done face-to-face with one party acting as an interviewer and the other party being an interview. Dokumen is a record of events that have passed, documents can be in the form of data, writing, images, or monumental works of a person. The documentation in this study was used to obtain documentary data.

Data validity tests in qualitative research include credibility, dependability, and confirmability tests (Sugiyono, 2016). In data analysis activities consist of three lines of activities, namely data condensation, data presentation / data display and conclusion drawing / verification (Miles, Huberman, et al, 2014). At this stage of data condensation, researchers collect data from interview data that has been conducted. Display data means exposing data that has been condensed. And the last is to draw conclusions, so that researchers get clearer final results regarding the role of teacher data in overcoming post-pandemic learning loss in elementary schools.

According to (Rosyada, 2020)(Rosyada, 2020) the stages of qualitative research include five stages. The first stage is pre-field, in this pre-field stage there are several stages, namely formulating problems, determining research sites, compiling reports, managing permits. The second stage is the research implementation stage, the third stage is the data analysis stage, the fourth stage is the conclusion stage, and the last stage is the reporting stage.

In the research process, researchers found information about the researchers' planning about the role of teachers in planning lessons to overcome post-pandemic learning loss , including the learning process carried out online when the spread of the COVID-19 virus was confirmed in Indonesia. In teaching and

learning activities during a pandemic, students and teachers use learning applications such as google clasroom, youtube, and google form. In the preparation of the Learning Implementation Plan, teachers need to adjust to the curriculum used in learning. Before the learning process takes place, teachers need to prepare a Learning Implementation Plan (RPP) as a guideline and reference for teachers in carrying out learning. In face-to-face learning, teachers currently use learning media so that students are interested in the learning delivered by the teacher and the level of student understanding of learning becomes better.

Based on research related to information about the role of guru in overcoming students' reading abilitydue to post-pandemic learning loss in elementary schools, that is, students in class 3 have different reading skills. In overcoming students' reading skills, theymake reading habits for students. In addition, guru makes students to be more active in reading during the learning process. And the latest findings are about the role of teachers as motivators for post-pandemic students in elementary schools, including givingappreciation to students, as well as good communication between teachers and parents.

THEORETICAL SUPPORT
Learning Planning Due to Learning Loss
Nadim Makarim, Minister of Education and Culture for Research and Technology of the Republic of Indonesia, defines that learning *loss* is a phenomenon of a generation that loses the opportunity to add knowledge due to delays in the teaching and learning process (Pratiwi, 2021). *Learning loss* is a lack of learning opportunities and qualities that interfere with a child's ability to learn (Rivaldi &; Rosyid, 2022). Based on the above opinion, it can be concluded that learning *loss* is an event of decreased knowledge and also student skills due to delays in the teaching and learning process.

Currently, the learning process has been carried out face-to-face. In other words, students can already carry out learning in the classroom as usual. In the learning process, especially after the pandemic, it will certainly make the enthusiasm of children decrease, so teachers must be able to plan the learning process well and interestingly so that students are interested in following the learning process.

There are several lesson plans that can be done by teachers in overcoming learning loss in reading activities (Irfani, 2022).
a. Creating a Fun Learning Atmosphere
A pleasant learning atmosphere is a condition for students to feel happy and comfortable when studying. This atmosphere makes children more enthusiastic in learning and there is no feeling of force or pressure. Creating fun opening activities is the key to successful teacher teaching and learning, when from the beginning of the opening activities students have been given pleasant stimulation, children will participate actively and enthusiastically during the learning activity process. In the core activities, teachers do not only provide or deliver material monotonously to students. What teachers can do in the core activities is to deliver material in a fun way. For the closing activity, what can be done by the teacher is to review the learning material that has been delivered, but the review process is delivered in a more relaxed way.
b. Participatory Student Engagement
To increase student participation, teachers should often ask questions to students and also give advice to students not to be afraid of mistakes during the learning process. Student participation is important because with the involvement of students in learning activities, students will feel more valued, this also has an impact on student comfort and enthusiasm for learning.
c. Using Creative Learning Media
The function of the learning media itself is to make it easier for teachers to deliver material and make it easier for students to

understand a material. Creative media is important and must exist, this is useful to encourage and increase student learning motivation, especially after students learn independently at home, which uses digital more.

d. Take Advantage Of Digital Media

During independent learning students use digital media, but the use of digital media in class can also attract students' attention and enthusiasm. Because the use of digital media in the classroom will offer a different learning sensation when compared to the use of digital media when studying independently at home.

The Role of Teachers in Overcoming Reading Skills Due to Learning Loss

Reading is a thought process that includes understanding, telling, interpreting the meaning of written symbols by involving vision, eye movements, inner speech, and memory (Harianto, 2020). Reading as an activity to understand language patterns in its appearance in writing to obtain information from it (Trismanto, 2018). Based on several definitions of reading, it can be concluded that reading is a thought process of processing forms / symbols / signs / writing into a meaningful sound.

The ability to read is an ability to understand the main content of the discourse accurately and deeply, and understand the message conveyed by the author contained in the discourse (Tantri, 2017). The ability to read is divided into two classifications, namely beginning reading and advanced reading (Purnanto &; Mahardika, 2017).

a. The ability to read beginning is characterized by literacy ability. It is called literacy because a person must have the ability to recognize written symbols and be able to sound them correctly. In this phase, the comprehension of the reading content has not been emphasized because the reader's orientation is more to recognize the sound symbols of the language.

b. Advanced reading ability, advanced reading ability is characterized by discourse literacy ability. Discourse literacy means that readers not only recognize written symbols and can sound them fluently, but also can understand the content / meaning of the reading they read. At this advanced reading stage more emphasis is placed on comprehension of reading content, even at a high level it must be accompanied by adequate reading speed.

The role of teachers in overcoming reading skills in students (Syuhada et al., 2020) is as follows:

a. Making Students Active in the Classroom
Teachers can provide direction to students by providing knowledge and providing questions with the aim of fostering student motivation and enthusiasm in learning activities, especially reading, so that students can complete them well.

b. Creating a Conducive Class Atmosphere
A conducive class here is a class that is safe, comfortable and always supports students so that students can read with a calm and supportive atmosphere during the learning process with the expected layout.

c. Creating Varied Methods
This varied method aims so that students are not bored and not bored in the implementation of the learning process, so varied learning is created.

d. Increase Enthusiasm and Enthusiasm in Teaching
A teacher's concern in the teaching and learning process is a very important factor to foster student reading motivation. Because if the teacher is not enthusiastic and not enthusiastic in the teaching and learning process, students will also not be motivated in these learning activities.

e. Giving Awards
In the learning process, rewarding students is necessary. This award can be in the form of applause, classs, prizes, praise, and so on so that students are motivated to read and always want to be the best.

f. Creating Activities That Engage Students in the Classroom

Creating activities with students will make students feel that they also have the same role and rights in the learning process, for example with the simple thing of involving students with their friends in one class. The goal is that each other will share knowledge, ideas, or ideas in the completion of individual assignments with all students in the class.

There are two factors that affect a child's ability. These factors include internal factors and external factors (Umar, 2015).

a. Internal Factors

1) Physiological Factors

Physiological factors include physical health and gender. Physical deficiency is one of the factors that can cause children to fail in improving reading skills.

2) Faktor Intelektual

Thinking consists of understanding the essential situation and responding to it quickly. Intellectual ability itself is a global ability possessed by individuals to act in accordance with goals, think rationally, and do properly in the community.

3) Psychological factors

These psychological factors include motivation, interest, maturity and emotion as well as the child's adjustment. Motivation is key in children's reading activities. Motivation can arise because of parents, teachers or family. Interest in reading itself is a strong desire accompanied by one's efforts to read.

b. External factors

1) How to teach teachers

A bad way of teaching teachers will cause students difficulties in the process of reading learning activities. The way to teach teachers that must be used in learning to read is by introducing letters into a word and even into a solid sentence.

2) Environment

The environment is the center of education which is an important factor for students. Student success in learning is greatly influenced by the attention of parents at home and also teachers while at school. Lack of attention will make students indicated that they cannot get attention from parents and teachers, so students will have difficulty in the learning process.

3) Motivation and interest

Motivation and interest aim for students to have an interest in book reading activities. Even though students can read, if students do not have motivation and interest, the student's interest will decrease and will not pay attention and will not read books as before.

The Role of Teachers as Motivators for Students

In the world of education, teachers have a role as motivators, meaning that in increasing the excitement and development of student learning activities, teachers must be able to provide stimulation, encouragement to develop students' potential, foster activity and creativity in students, so that there will be good dynamics in the learning process Sadirman in (Sundari, 2017).

According to Sardiman in Manizar (2015) suggests that there are three motivational functions, namely:

a. Encouraging behavior or actions, without motivation there will be no action. Motivasi in this case is the driving force of every activity that will be done.

b. Motivation serves as a director, meaning that motivation directs change to achieve the desired. Thus, motivation can provide direction and activities that must be done in accordance with the formulation of goals.

c. Motivation serves as a mobilizer, meaning it drives one's behavior. In addition, learning motivation serves as a driver of effort and achievement.

In this case, motivation is divided into two, namely intrinsic motivation and extrinsic motivation. According to Manizar (2015), teachers can use several strategies in learning so that students are intrinsically motivated, namely:

a. Associate learning goals with student goals so that learning goals become student goals or the same as student goals.
b. Give freedom to students to expand activities and learning materials as long as they are within the boundaries of the main learning area.
c. Provide ample extra time for students to develop their assignments and utilize the learning resources available at school.
d. Sometimes reward students' work.
e. Ask students to explain and readthe assignments they make.

According to Dimyanti in Manizar (2015), extrinsic motivation is also needed by students in learning because of the possibility of changes in student circumstances and also other factors such as less attractive teaching and learning processes for students. Extrinsic motivation is a tool in achieving learning objectives, because what is important is the achievement of learning goals themselves. If indeed learning will be able to occur by providing extrinsic motivation, then it is precisely this motivation that we need to manipulate and use so that it has the maximum effect on efforts in learning.

METHOD

This research was conducted at SD Negeri Gendol 1, Sine, Ngawi which is located at the Sine-Hargosari Km. 1 highway, Sine District, Ngawi Regency. This qualitative research is descriptive qualitative, which was conducted to obtain an overview of the role of teachers in overcoming post-pandemic learning loss in SD Negeri Gendol 1,

especially class 3. The type of research used is (field research) meaning data collection that is carried out directly at the place of research.

This research design uses descriptive research with case study method. Case study design is a method that refers to research that has elements of how and why, in the main question of research examining contemporary problems (present) in real life. Case studies can be related to various aspects of a person, group, organization, a program, community situation, and can even be related to detailed research of a person or a social unit within a certain period of time (Yin, 2010).

The data sources in this study are primary data sources and secondary data sources (Sugiyono, 2016). Primary data sources are data sources that directly provide data to data collectors or researchers. The primary data source in this study is a class 3 teacher of SD Negeri Gendol 1. Secondary data sources are data sources that do not directly provide data to data collectors or researchers, for example through other people or through documents.

The data collection process is carried out with 3 techniques, namely observation or observation, interviews and documentation (Sugiyono, 2016). Observations are made to obtain information about the real situation in the field. Observation is a tool to help collect data systematically. That is, observation and recording are carried out according to certain procedures and rules. In this research activity, the type of observation used by researchers is participant observation (direct participation from observers). Interview is communication between two or more parties that can be done face-to-face with one party acting as an interviewer and the other party being an interview. The type of interview in data collection used by researchers in this research activity is an unstructured type of interview. Because the guidelines used in interviews are only in the form of outlines of problems that will be asked by the interviewer by dealing directly with the source. Dokumen is a record

of events that have passed. Documents can be in the form of data, writing, images, or monumental works of a person. The documentation in this study was used to obtain documentary data.

Data validity tests in qualitative research include credibility, dependability, and confirmability tests (Sugiyono, 2016). In data analysis activities consist of three lines of activities, namely data condensation, data presentation / data display and conclusion drawing / verification (Miles, Huberman, et al, 2014). At this stage of data condensation, researchers collect data from interview data that has been conducted, so that the data obtained can really be focused according to the level of need in the study. Display data means exposing data that has been condensed. Data is presented in the form of narrative text in the form of information about matters related to research. And the last is to draw conclusions, at this stage, researchers draw conclusions from the presentation of data in the form of data analysis, so that researchers get clearer final results regarding the role of teacher data in overcoming post-pandemic learning loss in elementary schools.

According to (Rosyada, 2020)(Rosyada, 2020) the stages of qualitative research include five stages. The first stage is pre-field, in this pre-field stage there are several stages, namely formulating problems, determining research sites, compiling reports, managing permits. The second stage is the research implementation stage, the third stage is the data analysis stage, the fourth stage is the conclusion stage, and the last stage is the reporting stage.

RESULTS AND DISCUSSION
The Role of Teachers in Planning Learning to Overcome Post-Pandemic *Learning Loss* in Class 3 of SD Negeri Gendol 1

Through information obtained by researchers based on interview results, planning is something that needs to be prepared by a teacher before carrying out the learning process, so that the learning process can run well.

1. Online Learning
   The Covid 19 virus that is spreading in the world couses activities teaching and learning process, especially in SD Negeri Gendol 1online learning system or commonly known as online learning. This online learning system lasts more than 2 years and applies to all students from class 1 to class 6.

2. Use of Learning Apps
   In implementing online learning, teachers and students of SD Negeri Gendol 1 uses several learning applications to support learning activities such as WhatApps, google classroom, youtube, and google form so that the teaching and learning process can still run well.

3. Adjustment of the Curriculum Used in Learning
   In the learning process that will be carried out, teachers must adjust to the curriculum that applies in each instition. Class 3 learning activities at SD Negeri Gendol 1 still using the 2013 curriculum, namely with thematic learning. Thematic learning is a teaching and learning activity unified that uses themes in order to connect a number disordered so that students have meaning (Oktiana et al., 2022)

4. Preparation of Learning Implementation Plan (RPP)
   Learning Implementation Plan (RPP) is very important to be prepared before the implementation of the learning process. RPP is a guideline for teachers in carrying out the teaching and learning process in the classroom. The purpose of the lesson plan made 3 at SD Negeri Gendol 1 namely that the teaching and learning process can take place communicatively between teacher and students.

5. Using Interesting Learning Media
   In thematic learning planning, especially post-pandemic learning, teachers are required to be more creative, and able to

arrange interesting learning activities so that students do not easily feel bored due to the pandemic that hit before. In the learning process, occasionally teachers use LCD projectors so that students are more interested in the learning delivered by the teacher, so that the material delivered by the teacher to students is easier to be accepted by students.

Good learning planning will affect the teaching and learning process. A well-prepared learning plan will make it much easier for teachers to deliver learning material (M. D. Pratiwi et al., 2022; Rahmawati et al., 2023). In addition, it will make it easier for students to accept the material delivered by the teacher. This is in accordance with research conducted by (Qasim &; Maskiah, 2016) that an educator who has a learning plan can provide maximum results, creating the purpose of national and state life, namely educating the nation's life.

The Role of Teachers in Overcoming Student Reading Skills Due to Post-Pandemic *Learning Loss* in Class 3 SD Negeri Gendol 1

Reading is a basic ability that students need to have in the learning process. To hone the reading skills that students have, there needs to be habituation done by the teacher to students. In addition, it can be done by making students become more active in reading during the learning process.

From the results of research that researchers have conducted during observations on March 8, 10 and 14, 2023 regarding the role of teachers in overcoming students' reading skills due to post-pandemic learning loss in class 3 of SD Negeri Gendol 1, information was obtained that:

1. Students Have Different Reading Skills

Student in class 3 of SD Negeri Gendol 1 have the same abilities different, including in terms of reading. There are some students who are fluent in reading words or reading sentences, in the accuracy of sound signs such as periods (.), commas (,), question

marks (?), exclamation marks (!) and so on. In addition, students are also able to understand the meaning of a reading.

2. Reading habituation for students

Habituation is an activity that is carried out repeatedly. In the habituation of reading activities carried out by teachers to students class 3 SD Negeri Gendol 1 in reading is by making students read questions or reading alternately. This matter interded so that students can indirectly read fluently, in addition so that students can increase their vocabulary.

3. Making students to be more active in reading during the learning process

What the teacher did to the class 3 Sd Negeri Gendol 1 in reading is by making students active in reading during the learning process, whether only reading stories, reading questions and other readings in turn. In addition, to find out about students' understanding of the reading read, the teacher gives questions about the meaning of the reading to students.

4. Provision of library space and books

In an effort to overcomestudents reading skills, the school and terachers at SD Negeri Gendol 1 provide space library and also quite a lot of books which later students can use for their reading activities. Provision various books and reading materials that can attract students interest carry out activities that can increase students interest in reading (Wana & Dwinarno, 2018)

The reading skills of elementary school students need to be honed, especially in this post-pandemic learning. This is done as a way to improve and restore students' reading skills so that they can reduce *learning loss* that occurs due to the pandemic. In overcoming this, teachers are required to find ways so that students' reading skills can continue to improve, so what class 3 teachers do is to provide habituation to students in reading activities, because a good learning process is determined by the teacher. This is in accordance with research (Anidah, 2021) that

success in the learning process is largely determined by the teacher.

The Role of Teachers as Motivators for Post-Pandemic Students in Class 3 of SD Negeri Gendol 1

Teachers have responsibility for the learning process in the classroom, so that the learning process can run well. In learning activities teachers have several roles, one of the roles that teachers have is as a motivator for students. As a motivator teachers not only provide motivational words, but also give simple actions to students.

Based on research conducted on the role of teachers as motivators for post-pandemic students in class 3 of SD Negeri Gendol 1, it was found that:

1. Teachers give appreciation to students

Giving *rewards* / gifts as candy, snack, praise or applause to students is one way that can be done by teachers to appreciate the ability and efforts made by students. By giving the reward, of course it will make students more enthusiastic and motivated in the future can do even better, and for students who do not get the reward of course will alse be motivated so in the future they will get the reward. It is appropriate with the results of research Sundari (2017) this prize will be able to add or increase the enthusiasm (motivation) of students learning because it will be considered as a very valuable award for students.

2. The occurrence of good communication between teachers and parents

In motivating students, it is not enough if it is only done by the teacher, without the support of the student's parents. Because in not 24 hours students are with the teacher, but most of the time students have is also spent at home. A teacher cannot supervise students continuously, so between teachers and parents there needs to be good cooperation and communication. Communication between teachers and parents needs to be done so that parents can know about the development of students during learning. So that parents can provide an evaluation of their children.

Motivation is a basic thing that needs to exist in students, so that a student will take more action to achieve his desires. This is in accordance with research (Fauziah et al., 2017) which states that activation is one of the most important factors to encourage student enthusiasm for learning. So that students who have learning motivation will know which is the goal in learning, besides that students who are good at learning will make these students enthusiastic in learning and able to complete tasks well.

CONCLUSIONS AND RECOMMENDATIONS

Learning loss is an event of decreased knowledge and skills of students due to delays in the teaching and learning process. For a teacher, it is necessary to find ways to overcome the learning loss. Teachers also need to find out the learning motivation needed by students, because by knowing the learning motivation of each student, the teacher can foster student learning motivation. As for a student, having learning motivation can increase his enthusiasm to do learning activities.

Based on the results of research conducted by the author regarding the role of teachers in overcoming post-pandemic learning loss at SD Negeri Gendol 1, Sine District, Ngawi Regency, it can be concluded that:

1. The role of teachers in planning learning to overcome post-pandemic learning loss in class 3 of SD Negeri Gendol 1 is the need for adjustments to the curriculum used by teachers in learning and currently class 3 of SD Negeri Gendol 1 is still using the 2013 curriculum, namely with thematic learning. Teachers prepare Learning Implementation Plans (RPP), RPP is a guideline for teachers in carrying out the teaching and learning process in the classroom. One of the lesson plans made by teachers is so that the teaching and learning process can take place communicatively. G uru uses learning

media so that students are interested in the learning delivered by the teacher, in the learning process in class 3 SD Negeri Gendol 1 occasionally the teacher uses an LCD projector so that students are more interested in the learning delivered by the teacher, so that the material delivered by the teacher to students is easier to be accepted by the students.

2. The role of teachers in overcoming students' reading skills due to post-pandemic learning loss in class 3 of SD Negeri Gendol 1 is that students in class 3 have different reading skills, each student has different abilities, including in terms of reading. There are some students who are fluent in reading words or reading sentences, in the accuracy of sound signs such as dots (.), comma (,), question mark (?), exclamation mark (!) and students are able to understand the meaning of a reading. The teacher habituates reading for students, in the reading habituation activities carried out by the teacher to students in reading is by making students read questions or reading alternately. The teacher makes students to be more active in reading during the learning process, what the teacher does for students in reading is by making students active in reading during the learning process, both just reading stories, reading questions and other readings in turn. In addition, to find out about students' understanding of the reading read, the teacher gives questions about the meaning of the reading to students.

3. The role of the teacher as a motivator for post-pandemic students in class 3 of SD Negeri Gendol 1 is that the teacher gives appreciation to students, by giving these rewards will certainly make students more enthusiastic and also motivated so that in the future they can do even better, and for students who do not get these rewards, of course, they will also be motivated so that in the future they will get rewards aforementioned. The occurrence of good

communication between teachers and parents, communication between teachers and parents needs to be done so that parents can know about the development of students during learning. So that parents can provide an evaluation of their children.

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