

The Cooperative Learning Challenges in Elementary School during Covid-19: A Report from Teachers in Yogyakarta

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Abstract

This study aims to describe various challenges faced by elementary teachers in implementing group learning through cooperative learning strategy during the Corona Virus (Covid-19) pandemic. This research was qualitative research with the type of phenomenology. The data collection was carried out by interviews complemented by small group discussions via *Google meet* and open questionnaires via *Google form*. The participants involved consisted of 15 elementary school teachers in Yogyakarta province. They were chosen by purposive sampling technique to get the desired data. The technique of analyzing the data was done by looking at a particular theme, and then the researcher found the relationship between the theme to achieve a proper understanding. The results showed that the teachers' challenges in implementing cooperative learning strategies during Covid-19 were found in five themes, namely: teachers' understandings and perspectives related to cooperative learning, teachers' capacity and competencies in online learning, the implementation of online learning, the students and parents' backgrounds, the government and school policies. This article concludes the recommendations in overcoming the previously mentioned challenges, and it needs further research in implementing cooperative learning strategy in an online environment.

Keywords

Cooperative learning, elementary school, Covid-19, elementary teachers.

1. Introduction

Nowadays, online learning or e-learning is no longer an innovation but a necessity. The emergence of the Corona Virus (COVID-19) pandemic at the end of 2019 has affected online learning being the only way for teaching and learning activities to keep going. This COVID-19 condition must be suppressed by minimizing activities that invite crowds to reduce transmission. Governments around the world have closed educational institutions in an attempt to overcome the global pandemic. According to UNESCO national closures can be implemented to reduce the infection. So schools do closure nationally, and there will be disruption of education (UNESCO, 2020). This means that this condition cannot be avoided, and learning must continue although with its various challenges.

Whole levels of education experience an online learning system, including primary education. This condition also raises new challenges in the world of elementary school education in Yogyakarta. In situations where students are not allowed to go to school and learning is carried out with an online system, it will depend heavily on the availability of facilities and infrastructure such as mobile phones and computers as well as internet networks (Basilaia & Klvavadze, 2020). Online learning is like two blades for educators and students. On the one hand, it has various advantages, but on the other hand, there are many challenges that must be faced. The Covid-19 pandemic is an unprecedented

challenge for stakeholders, teachers, and students. Teachers are faced with the daunting task of moving from face-to-face learning to online learning (Shofwan et al. 2021). They also become students to learn methods and assessments in distance learning (Nasr, 2020). Online learning during the Covid-19 period raised many factors that significantly influenced student satisfaction and learning outcomes, namely interaction factors in the classroom, student motivation, course structure, instructor knowledge, and facilitation (Rachmadtullah et al., 2020).

Interaction is an important part of learning both offline and online. Interactions can occur between teachers and students or students and other students (Baber, 2020). One of the interactions between students in learning is through group learning. One of the group learning strategies that can be used in the classroom is Cooperative Learning (CL). This strategy refers to the teaching process in which students work together in small groups to help each other learn. This strategy has been used in various subjects, one of the advantages is that it can improve learning outcomes and achievements as well as cooperation between students (Slavin, 2014). Student-centered active learning is not only popular with students but can also improve student learning outcomes and achievements at any class level (Freeman et al., 2014).

In online learning, group learning with the Cooperative Learning model can still be implemented. Online learning certainly will be less meaningful without the appropriate synergy between learning strategies and methods. One of the applications that can be integrated with online learning is Cooperative Learning. The main issue of this learning is the implementation of effective learning that can be applied to students to improve their competence (Silalahi & Hutauruk, 2020). This is because when students do not meet face to face with the teacher it will be possible to find many difficulties. The existence of Cooperative Learning provides a solution where students must work in groups. They will have the opportunity to think about other people and think of ways to solve problems in ways which unthinkable before (Veldman, Doolaard, et al., 2020).

However, the application of Cooperative Learning runs into various challenges and obstacles. Various studies have been conducted to determine the various challenges faced by teachers and practitioners in implementing learning by using cooperative learning. Research that has been conducted by (Mukuka et al., 2019), states that class size, time allocation, how to assess and control students, low student communication skills, and memory-based assessment systems sometimes do not require collaboration or group work. This research shows the obstacles and challenges of implementing Cooperative Learning from a technical perspective of learning. In other studies, it is also conveyed that the instructor's lack of knowledge and training on Cooperative Learning; lack of student interest to participate in Cooperative Learning and passive learning styles; lack of adequate administrative support, and unavailability of teaching materials which are one of the challenges that obstruct the implementation of cooperative learning (Moges, 2019). The results of this study show the various challenges faced by teachers during the learning process.

Along with the two previous studies it is stated that there are five main keys in the implementation of cooperative learning, namely the existence of positive dependence so that students can participate actively, the second is the willingness of the group to work together to solve a task or problem, the third is the responsibility of each group member to complete the task, and mastery of social skills and processing by groups in the form of reflection on learning outcomes (Gillies, 2016). This research indicates that there are conditions that must be fulfilled if you want to carry out cooperative learning effectively. Nevertheless, this study has not discussed the obstacles and challenges faced in implementing cooperative learning in online learning.

Even though it is stated that online learning which combines technology with learning requires additional factors to be considered in terms of teaching pedagogy and learning experience construction (Gillett-Swan, 2017). Online learning will not provide optimal results without supported and focused human intervention, good learning design or pedagogical input, and intense process handling over time by trained online tutors (Salmon, 2014). There is a study to determine the impact of Covid-19 on elementary schools in the Tangerang area of Indonesia. The research is successful in revealing the challenges and obstacles faced by students but does not yet explain the implementation of learning with a model that involves collaboration or teamwork (Putri et al., 2020).

Various difficulties and challenges have been reviewed. Based on this explanation, it is important to conduct a study that reviews online learning in detail by using collaborative learning strategies or group cooperation, which is cooperative learning in terms of teachers. Thus, this study aims to find out what challenges are faced by teachers in implementing learning by using the Cooperative Learning strategy during the Covid-19 pandemic with an online learning system.

2. Literature Review

Online learning is learning that is carried out without meeting face to face (Febrianto et al., 2020). This condition allows students to continue to participate in learning activities more freely in terms of place and time. However, the existence of online learning is still questionable for its efficiency (Abuhmaid, 2020).

The emergence of Covid-19 caused major changes in the world of education. The learning condition that previously made face-to-face as the main means now cannot be done. One of the major changes that has occurred is a vital shift in the form of online learning on a large scale (Chung et al., 2020). This condition provides a variety of new challenges in the world of education. In various studies, it has been discussed about online learning which faces various challenges. Among them are technical challenges, technological complexities, and learning satisfaction (Faize & Nawaz, 2020). One of the things that can be done to overcome these challenges is to analyze the character of learning and student needs, instructional methods, support, course structure and design that can facilitate student satisfaction in online learning (Kauffman, 2015).

One way that can be taken in terms of instructional methods is to facilitate students through learning activities that create a good group working environment, because students currently have basic characteristics in the form of communicate, socialize, create and learn (Chen et al., 2020). Cooperative Learning is a strategy that can be used to support these characteristics. Cooperative Learning strategy emphasizes cooperation between students in groups (Docherty, 2020). Group learning provides various benefits for students. In group learning, students can develop three things, namely efforts to achieve learning outcomes, positive interpersonal relationships, and psychological adjustment to the environment (Johnson & Johnson, 2014).

A review of previous literature shows that Cooperative Learning can be applied in an online environment. This is because Cooperative Learning increases student activity and learning outcomes through learning processes and practice student skills in online learning (Hariyati et al., 2020). In fact, this strategy is very likely to be used in synchronous and asynchronous computer-mediated communication tools (Yoshida et al., 2014). So that this strategy has a positive side in accommodating student collaboration during online learning.

However, online learning requires readiness. Because this readiness is closely related to student motivation and academic achievement (Liu, 2019). In connection with this readiness, various literatures discuss the challenges that arise in the application of cooperative learning. This challenge arises for both teachers and students in their interactions in the classroom. These challenges in classroom practice are found in various regions and in a variety of conditions (Fakhruddin & Shofwan, 2019). The existing conditions include teachers conceptual bases of CL; distinguishing different types of methods and techniques; organizing interactions within the teams; and developing the new transformational (non-transmitting) role of teachers (Gisbert, 2018). However, this condition is still limited to direct learning practices, while online learning still needs to be discussed further regarding the challenges that exist.

3. Methods

This research was qualitative research with a phenomenological type. This study tried to reveal the difficulties and challenges faced by elementary teachers in carrying out group learning, especially cooperative learning during online learning in the Covid-19 pandemic situation. Informants in this study were 15 elementary school teachers (G1, G2, G3, ..., G15).

The teachers taught various grade levels in elementary school. They came from 15 different schools, both public and private, spread across five districts in Yogyakarta Special Region Province in Indonesia, which carried out online learning for 4-5 months. Teachers who were involved as participants in this study provided data voluntarily and without coercion. All data provided by participants were used for this study only. The responses and personal data of each participant were kept confidential; thus, their safety was guaranteed. The participant's data information were presented in the Table 1 by using code.

Table 1. Participant's Information

No	Information	Code
1	Teachers in private elementary school in Yogyakarta districts	G6, G11
2	Teachers in private and public elementary school in Sleman districts	G5, G 9, G10, G12, G14, G15
3	Teachers in public elementary school in Bantul districts	G4, G8
4	Teachers in public elementary school in Kulon Progo districts	G7, G13
5	Teachers in public elementary school in Gunung Kidul districts	G1, G2, G3

4. Data Collection

Data collection was carried out through interviews complemented by small group discussions via Google meet, as well as open questionnaire via Google Form. Interviews were used to describe the challenges faced by teachers in implementing cooperative learning strategies during online learning in the COVID-19 pandemic situation. This technique was followed by open questionnaire and small group discussion as a form of data credibility. In data collection, the instruments used were interview guides and questionnaires. This instrument had components in the form of teacher aspect which included understanding of cooperative learning, the implementation of learning by teachers starting from planning, implementing and evaluating, as well as school aspect which consisted of policies, support for learning and teacher competence that arranged according to (Buchs et al., 2017) and regulation of the Minister of Education and Culture number 22 year 2016 by Indonesia Ministry of Education. Each of these components identified the challenges and difficulties of implementing Cooperative Learning in learning one by one according to the teacher's experience.

Data gained from interviews and small group discussion were then recorded, open questionnaires were collected and the analysis process continued. Data analysis was carried out by looking for themes in each data collected and then determining the relation between these themes. This technique was in accordance with data analysis by using a model (Bogdan & Biklen, 2007). The data that had been collected was then recorded, from this record the data was analyzed and separated according to the purpose of data collection. Once appropriate, then each component was grouped into themes. After finding various themes, the next step was looked for their relationships to find challenges and difficulties in implementing Cooperative Learning in online learning by teachers.

5. Results and Discussion

According to the results of interviews, small group discussion, and open questionnaires, the phenomenon of the challenges of implementing cooperative learning in online learning during the pandemic faced by teachers is in five themes, namely teachers' understandings and perspectives related to cooperative learning, teachers' capacity and competencies in online learning, the implementation of online learning, the students and parents' backgrounds, the government and school policies. The analysis of includes themes below.

5.1 Teacher's Understanding and Perspective about Cooperative Learning

Cooperative Learning is a strategy that has been introduced for a long time in the world of education in Indonesia.

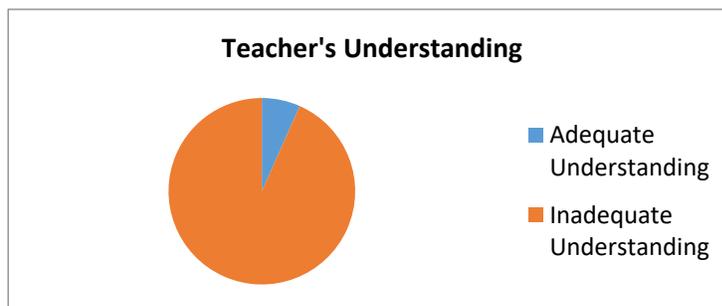


Figure 1. Open Questionnaire Result About Teacher's Understanding in Cooperative Learning
 Various training and the introduction of this strategy in courses at universities with educational backgrounds have

been carried out. However, various difficulties and challenges are still faced by teachers in Indonesia in implementing it, especially in conditions of online learning.

From the Figure 1, it can be seen that only 7% of teachers have adequate understanding of the application of Cooperative Learning in online system. This data shows that based on the open questionnaire result, from 15 informants who give responses, only 1 can understand that the Cooperative Learning strategy can be applied both in offline and online learning.

“CL is learning with cooperation, discussion, and active students and learning together. They do not know yet if strategy and model have syntax. It can be done, but it is difficult. The name, break out room (discussion-conveying opinions, then there is a group assignment). They have not thought yet and do not know yet the technicalities of using the application of zoom so that it can be divided.” (G5)

This interview shows that teacher's understanding of how to conduct online learning is one of the things that affect the implementation of online learning. Based on these results, it can be seen that each learning strategy requires understanding from the teacher to be able to apply it correctly, as well as the cooperative learning strategy.

The teacher's understanding of cooperative learning will help in implementing it in various situations. In this study, the results show that teachers still have a low understanding of cooperative learning strategies. This causes teachers to feel difficult or unable to apply cooperative learning in various situations or to modify its application in learning. One of the ways that can be done to increase teacher understanding and experience in implementing cooperative learning is through training. In accordance with the explanation expressed by (Silalahi & Hutauruk, 2020) that teachers are reluctant to apply cooperative learning apart from its various challenges also because of a lack of understanding of how to use classroom practices added by (Baloch & Brody, 2017) in his research found that students have better learning experiences when teachers have been trained in advance how to implement cooperative learning in the classroom regularly than teachers who have not experienced training. This condition shows that regular and continuous training is needed for teachers to implement Cooperative Learning so that teachers have a thorough understanding and experience of this strategy.

The teacher's perspective is one of the things that affect the implementation of online learning. Based on the findings of the study from small group discussions and open questionnaires, it is known that 15 teachers who become informants think that online learning is difficult. The impressions of heavy, boring, and difficult come to their minds.

“The impression message during pandemic online, because no one is ready and forced by a pandemic, no one is ready, the impression is heavy, preferring face to face rather than online. They do not know how to learn, characters and others. They can't know the real. Boring and stress and the teacher stressed...” (G5)

“Limited access to cellphones, even though being able to go online with a cellphone brought by parents will be very burdensome and afraid of inconveniencing parents.” (G4)

According to the data from the informants, it can be seen that teachers have an assumption that online learning is still compared to offline learning so that teachers feel heavy and difficult, bored and stressed, and many materials cannot be delivered online. Moreover, teachers also have the opinion that cooperative learning is difficult to implement because teachers feel afraid to burden parents if students carry out learning that involves group activities.

Based on the results, teachers' understanding and perspective about Cooperative Learning still inadequate and full of negative opinion. Even though this is not the case, as stated by (Garas-York, 2020), online learning can increase student activity, especially when students interact with learning materials and classmates. This statement is reinforced by the results of research from (H. J. Kim et al., 2020) which states that the use of cellular technology by students can improve active learning inside and outside the classroom. Even distance learning has facilitated an innovation to include cooperative learning in virtual settings (Kupczynski et al., 2012). Based on this explanation, it shows that cooperative learning can be applied in online learning while overcoming it requires training, guidance, and patience in learning by teachers (Jacobs & Ivone, 2020). Thus, it is necessary to provide guidance and training for teachers to be able to overcome the notion that cooperative learning cannot be applied online.

5.2. Teacher's Capacity and Competencies in Online Learning

The application of cooperative learning in school learning also depends on the ability of the teacher to master the tools used for online learning. Ability here is the skill of using tools and applications. This skill is very important because it is a provision for technical implementation. From open questionnaire 9 teachers state that their capacity is average, only 1 teachers state has enough capacity and competencies in this aspects. From the small group discussion and interviews, 5 teachers state that older teachers (over 50 years) are reluctant to learn and understand the use of electronic tools and learning applications. They usually use applications that are easy to use. This also becomes one of the obstacles to the application of cooperative learning in schools.

“Each teacher is moderate even though the school principal takes the initiative to encourage participation in training. It is more can use, only 2 teachers who do not. Because they are quite old, they are over 50.” (G4)
“The competence of teachers, there are some teachers who prefer use manual to IT, it's because of age-related. Yes, you know for yourself how the seniors are, it's hard to learn IT, and they are easy to forget it.” (G3)

From these results, teacher competency in the use of electronic applications and equipment for learning is still low. Thus, the competence of teachers in mastering tools also becomes a challenge for schools. Schools with teachers who can master learning equipment and applications can follow the development of learning. However, schools with teachers who do not master the tools and applications will have difficulty. This is found in schools where teachers are over 50 years old. In fact, the use of interactive learning and learning applications is very important (Gregory & Tyrrell, 2017). Teachers are a part of school life. If ICT competencies are to be developed and used in teaching practice, schools must develop a climate that encourages the use of advanced technology in schools. Students should also be encouraged to learn to use advanced technology. In addition, the cooperation of various parties is needed (Veldman, Doolaard, et al., 2020). The availability of infrastructure and school background conditions affects teacher competence, so collaboration between various parties is needed to overcome this condition.

5.3 The Implementation of Online Learning

Planning in learning activities is a step that must be taken in learning activities. Based on the results gained from open questionnaires and small group discussions, it is known that all informants do not plan online learning. Most of the teachers use planning that is used when learning offline, 1 teacher uses offline and online planning according to their needs and 2 teachers do not implement learning planning at all.

“If RPP we do not make it. We ever made online RPP earlier, but it is not used.” (G1)
“Two lesson plan, use online and offline.” (G3)

By these conditions, learning planning with the Cooperative Learning strategy is also not carried out. However, there is one teacher who has used online learning tools, although planning related to activities by using group learning strategies has never been done. Teachers have difficulty in dividing their time to arrange planning and learning activities. Time runs out is used to provide learning to students. This also causes teachers not to do learning planning.

“Lesson plan uses online because they have received curriculum socialization. However, they have not planned yet for group learning” (G4)
“...Do not make learning plans, do not have time, when can you make it? It is just only to teach; the time is up.” (G5)
The results show that the teacher has not optimally planned online learning. Planning of learning is something that needs to be done in every learning implementation. Then, the difficulty in implementing cooperative learning becomes very possible if learning planning is not carried out. Planning is a very important component for achieving goals and defining the steps and means needed for the implementation of the process (Aada, 2020). In cooperative learning, teachers have a role in designing assignments in groups, so that students understand what they have to do (Loh & Ang, 2020). Thus, learning planning must be made in any condition. It is because of this planning determines the systematics of the learning process.

All of this time during Covid-19 online learning is carried out by using a conventional model through lectures, small group discussions, and questions and answers, not through cooperative learning. Based on the data gained from the open questionnaire various obstacles and resistances arise in technical matters. Among them are related to the location or geographic area that affects the Covid-19 Zone. The green zone allows the implementation of online or offline learning. However, the implementation of cooperative learning has not been carried out. The signal is very dependent on geographic location and weather. When there is heavy rain, mountain and rural areas are relatively difficult in terms

of networks. The availability and feasibility of tools for online learning are less supportive. The majority of the tools used have small memory specifications, so they cannot be used to operate applications that require a lot of memory. Learning assessment is still an authentic assessment. The teachers keep trying to do it, although there are some difficulties. The majority of teachers state that authentic assessment is difficult in online learning because it does not meet in person so that the level of learning success is not known with certainty. Even though the grades gained are good, they are not authentic, because the teachers do not see directly what the students are doing. This also applies to cooperative learning strategies that are not implemented.

“Cognitive is through modules, religious monitoring affective, psychomotor through video practice. It is the most difficult affective and psychomotor. Cognitive which is the ability of child 30% -40%? Above average for the child, but it is not original because there is some that done by their parents.” (G2)

Based on the result of this interview it is known that teachers find it difficult to carry out authentic assessments on cognitive, affective, and psychomotor aspects because they cannot meet directly with students. From the open questionnaire, 14 teachers state that it is difficult to conduct assessments other than the cognitive aspect. This problem can be overcome by the application of cooperative learning in online learning because this strategy can develop and mediate social presence, a cognitive level that is beneficial for students in online learning (Kupczynski et al., 2013). Regarding this, it is also conveyed that the use of technology can overcome the limitations of teachers in the assessment. Namely by using self-and peer-assessment tools in group activities or using various technologies by providing a way for students to share, discuss orally or in writing (Jacobs & Ivone, 2020). Thus, it is not impossible to carry out authentic assessments of the three domains of learning through cooperative learning in online learning.

From these results, it is found that teachers face challenges in a technical issue such as location, time management, and signal. Implementation of learning is the core where a learning process occurs. According to the research gained from interviews, small group discussion, and open questionnaires, it shows that during learning the teacher experiences several technical obstacles to implementing cooperative learning. These constraints relate to time, group formation, student readiness, signal or internet network constraints, and mastery of tools or applications used for online learning. As research conducted by (Ivone et al., 2020), various things need to be clarified when teachers use cooperative learning in online learning. Some of them are about group formation, the level of material difficulty, application time, and assessment.

Relating to group formation, signals and mastery of tools and applications can be overcome by using a simple application that can be used by all parties because collaboration can be done by sending messages. Time can be managed by providing cooperative learning activities in a frequent way and scheduled, so that time out of sync can be resolved. Student readiness requires special attention. If students are only assigned to groups, it will not guarantee that they will interact and work effectively in the team. The absence of training and guidance in the group will result in dysfunction of the group (Opdecam & Everaert, 2018). This shows that students need to be seriously trained and accompanied to be able to engage with cooperative learning both in terms of tool use skills and involvement in group work.

5.4 The Students and Parents' Backgrounds

The conditions of students and parents are different. This difference also determines the smooth implementation of learning. Starting from the condition of the household that is not harmonious, the economic condition and the background of the education level of the parents are the challenges for teachers in managing learning. Children with unharmonious family conditions tend to get stagnating in their assignments and learning process. Based on the open questionnaire two teacher states that their students with a broken home background also face difficulty in completing and submitting their task in time. Economic conditions cause differences in the availability of facilities and infrastructure as well as learning assistance for children. Students with capable family backgrounds have more adequate facilities than those who do not. Educational background affects the assistance that parents do at home to their children. Teachers find it difficult to carry out classroom management related to these conditions so that the possibility of conducting online Cooperative Learning learning is little.

“...In my school, the parents are rich and popular, so the facilities have been fulfilled.” (G5)

“No one can't. Educational and economic background is very affected.” (G5)

There are different levels of student honesty and responsibility. Based on the open questionnaire 10 teachers state that their students' tasks are often written by their parents, some students did not get any company from their parents, so they end up late to submit their tasks. This makes it difficult for teachers to make a learning condition for students who are honest and responsible or not. Almost all of 10 teachers say that the children's work is written by the parents. The Five others say in the interview that the collection of assignments by students sometimes become delayed, besides that, students who reply to messages or take a long time to respond to messages from the teacher when learning also happens a lot.

“Some children's writing is written by parents or siblings; the delay is a lot. Collecting assignments, some of them forget and uncomplete tasks.” (G3)

Matters related to the ability of parents and students to operate tools also become a challenge in implementing cooperative learning also conveyed from the interviews. Teachers have additional duties to assist parents in installing and operating applications. There are even conditions where teachers and guardians cannot meet and when parents cannot install the suggested application, then they do not participate in learning activities. Furthermore, the condition of students whose parents work causes students to not be able to access tools or cell phones according to the time set by the class. This also has an impact on the implementation of cooperative learning, the teacher says that the difficulty of meeting time between students to be able to join the class is one of the biggest inhibiting factors.

“Some parents are busy working; thus, it is difficult to equalize the time to carry out cooperative learning.” (G6)

“...Parents are also confused because they don't know how to update. Then, they are given the opportunity to teach by using the application. Even though it is actually not allowed, because it uses a combination system, it remains with the health protocol...” (G4)

“...I can't download it. Okay, the important thing is just looking easy.” (G5)

In addition to the minimal ability and technological readiness of parents, they are not ready to face online learning, especially by using a group system. Based on the interviews teachers said that they work and have not found the right way so that children can still carry out learning according to the specified time. They don't feel there is a time attachment to school yet. Jealousy often arises with areas that have allowed face to face. Parents are always looking for the easiest way to follow the learning process.

“It is still in the red zone, and it is still difficult for children to coordinate online because most of the cellphones owned by their parents make it difficult for group discussions to be done online.” (G13)

“Schools must be more active, if there is a class that enters, all other classes are also included.” (G1)

“Parents want to accept it, but then turn it online, so that it teaches harder, parents feel that they are being demanded by school again, parents have difficulty because there is no educational background.” (G4)

From this result above it is known that teachers faced challenges in the form of students' and parents' backgrounds in the economy, education, and readiness. More effort must be made by the teacher to accommodate these differences. It has been written about the pressure that both parents and teachers experience during a pandemic when they must accompany their children while they work. This can be overcome by developing parent relationships with other school students and teachers online (Abuhammad, 2020). Online learning systems with parental support provided guidance can help the parent-child bond (Bhamani et al., 2020). Based on this explanation, strong cooperation between schools, teachers, and parents is needed to work as a team. Schools and teachers should provide assistance and understanding to parents about how to learn at home. This condition also shows the need for providing information to parents or guardians of students to deal with changes in learning that occur. Parents also need preparation, not just teachers or students.

Teachers convey various phenomenon in which students act and behave dishonestly and are not responsible for their assignments. This phenomenon is in the form of work done by their parents, collection of jobs that are late or delayed because they have not been done, delays in responding to messages or assignments from teachers. This incident also becomes a challenge for the application of cooperative learning. In fact, this can be overcome by carrying out scheduled or previously agreed to learn. It is explained by (Kim, 2020) that one type of online learning is Synchronous with the characteristics of students carrying out learning at the same time. The way to anticipate the difference in time to get online is done by forming an agreement and a schedule. This is important in order for students and parents have

bound to school. It is because to maintain the continuity of learning in the online system, it is necessary to have clarity about when students and teachers must be online at the same time.

5.5 The Government and School Policies

Government policy is also a major consideration in the implementation of learning by using cooperative learning. Policies that require avoiding clustered activities directly limit the movement of both teachers and students. From open questionnaire 15 teachers all state that policies regarding learning implemented based on zones also become a challenge in learning. Especially with the condition of teacher's understanding of cooperative learning that can be carried out online is not sufficient. Based on small group discussions there are many challenges that teachers face.

“Due to Bantul area is still in the orange zone, so do not have the courage to hold group-based learning.” (G4)
“While this is submitted to the teachers of each class for technical matters because it is still a pandemic, group activities online are more submitted to parents or relatives of students at home to reduce clustered from external students.” (G14)

From the questionnaire, 5 teachers state that governments also provide support for the implementation of online learning. One of them is holding a forum at the district's government level to conduct online learning training. Unfortunately, this activity is only carried out in two districts, namely *Kulon Progo* and *Gunung Kidul*. There are only two teachers who attended the training. The majority of teachers have not attended training due to a lack of information.

On the other side, schools have an important role in supporting the learning process of teachers. According to the results gained, it shows that the principal has an important role in the implementation of learning in schools. The policy established by the school has affected the implementation of the application of cooperative learning in learning. All teachers say that the school has not appealed to the implementation of online group learning. The flexibility for teachers to implement the learning is in accordance with the circumstances. The most important thing is that it is not burdensome, does not endanger the health, and is easy.

“The appeal is not grouped into individuals.” (G1)
“It does not encourage group learning.” (G2)
“Online learning is not burdensome for parents, accommodating student needs because not all students have an Android cellphone.” (G15)
“It provides essential freedom that does not burden the child and maintains health protocols.” (G13)

From these results, it is known that teachers face challenges in school and government policies that are strict and different in each district. There are policies from the government which is implemented and obeyed by schools. These rules become the basis for schools to determine their own policies. The government provides a government policy that recommends eliminating gathering and face-to-face activities to be one of the challenges of implementing cooperative learning. The policy that gives permission for face-to-face activities only for green zone areas also causes differences in the learning process in each region. This can actually be overcome if the teacher has a complete understanding of cooperative learning. The government plays an important role in providing valuable support for teachers, students, and parents by providing reliable communication tools and digital skills (Young & Donovan, 2020).

Government policies also influence school policy. Schools provide support in several forms, namely moral, material and skills improvement programs. In the form of school morale, it provides support and motivation for teachers to innovate in online learning. The material school provides credit assistance to students and teachers. Skills improvement programs are held in the form of application usage training. The unfortunate thing is that with these various supports the school has not appealed to carry out online collaboration-based learning and the training programs held have nothing to do with collaborative learning, moreover about cooperative learning strategies. Even though training in applying cooperative learning skills is the key so that teachers can apply it properly as a form of teacher professional development (Veldman, Van Kuijk, et al., 2020). Then, the rules and appeals from schools and the provision of appropriate training are important factors in the successful application of cooperative learning in learning.

6. Conclusion

According to the results of the research that has been obtained and various analyzes regarding the results of other research, it is found that the biggest challenge in implementing cooperative learning strategies in online learning during the COVID-19 pandemic is from the teacher's perspective with the themes of teachers' understanding of cooperative learning, teachers' capacity and competencies in online learning, the implementation of online learning, the students and parents' backgrounds, the government and school policies. This condition can be overcome by providing training for teachers to increase understanding, eliminate negative assumptions and improve skills in the mastery of cooperative learning strategies and mastery of technology. Second, develop policies that support creativity for teachers in online learning and the development of active learning. Last but not least, it is to collaborate with students, parents, and all education stakeholders. Thus, things that can be done in the future are to form school policies that provide flexibility for active learning, conduct learning training with cooperative learning strategies, and mastery of technology regularly and consistently in certain events or in regular meetings or daily classes. So this research output is in the form of advice or suggestion that can be considered.

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