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The Perception of Cooperative Technique in Teaching and Learning Process on Pandemic Situation

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Abstract: Teachers should create a pleasant atmosphere, implement fun activities, and use an interesting teaching and learning process to present material in class. Using the cooperative technique is expected to increase their learning motivation to participate in teaching and learning. This study tries to answer research question about how the students' perception of cooperative technique in teaching and learning process on pandemic situation.

This research uses descriptive quantitative research methods. This research was conducted on English students at Palangka Raya University. The participants of the study are English students at Palangka Raya University. The writer used random sampling method and takes 105 students as participants. Using questionnaire and interview to collect the data, namely questionnaire with "Google Forms" for students and an interview with a lecturer. The data will be analyzed quantitatively and be described with the relevant theories about cooperative learning.

The result of this research the students prefer individually in learning rather than with group. They want teacher become active and using interactive media in explaining the material (teacher-centered). Furthermore, most of them think their knowledge are not increase when working with friend and difficult to learn together as a group. However, most students agree that cooperative learning has some benefits in learning such as for academic benefit, social benefit, generic skills. Most of them also disagree that cooperative learning represents negative aspect in learning process.

Keywords: Cooperative learning, students' perception, pandemic situation

1. INTRODUCTION

Indonesia's first COVID-19 case was confirmed in March 2020. As the pandemic quickly spread to all areas of Indonesia. COVID-19 is an infectious disease caused by a coronavirus that was first discovered in Wuhan, China (WHO) in December 2019. Now, this virus has spread in many countries/regions of the world. The spread of COVID-19 not only has a profound impact on economic activities and the transportation sector, but also has a profound impact on the education sector. In order to prevent the spread of COVID-19, the World Health Organization (WHO) recommends stopping activities that may cause crowding. Therefore, the Indonesian government issued a social distancing policy, which subsequently issued the Circular Letter No. 1 of the Ministry of Education and Culture of the Bureau of Higher Education in 2020, concerning the prevention of the spread of COVID-19 in the education world. In this circular letter, the Ministry of Education and Culture instructed to conduct distance learning and learning in their respective homes ("home study" / "SFH"). This policy is called online/distance learning.

Online learning starts in March 2020. Students must independently participate in updating information about the platform where their courses will be boldly learning, presenting assignments/quizzes and providing materials. This learning technique is in accordance with the policies of each course. Platforms that can be utilized include google classroom, video conference, telephone or live chat, zoom, webex, googlemeet, and whatsapp group. As for the place, online learning has the flexibility to study time, can study anywhere and anytime. This is because it is quite difficult to be able to implement health protocols on campus so online learning is a pretty good alternative during a

17 pandemic. Online learning provides benefits for both lecturers and students (Singh, & Worton, 2005). For students, online learning is an alternative method of learning that does not require them to attend class. In addition, this learning will form a spirit of independent learning, and also encourage interaction between students, especially for students who are usually not actively speaking so they will be able to more freely convey their opinions / questions via writing if online learning is carried out as it is today. Whereas for lecturers, online learning methods are here to change conventional teaching styles which can later improve work professionalism. Online learning models also provide opportunities for lecturers to assess and evaluate the learning progress of each student more efficiently because they can interact directly and have a track record.

8 The success of learning media is not only seen from a technical point of view but also depends on the characteristics of each student. Nakayama M (2007) revealed that all literature in e-learning indicates that not all students will be successful in online learning. This is due to the learning environment factors, and the characteristics of each student. Online learning at each University takes different forms and techniques. For the output, there are also many students who do not understand the material, they have more independent assignments, and have difficulty doing practicum to support courses. Practicums that are carried out online sometimes cannot be practiced at home because of limited tools and experimental samples. Lecturers also find it more difficult to supervise students during online learning because they are limited to the media, so there may be students who overslept when the lecturer delivers material or students just leave but are not listened to. In addition, another problem with online learning is the limited internet signal in some areas, which hinders the learning process.

Online learning has a positive side and a negative side that go hand in hand. This will have a consequence of how effective online learning is in this era of the COVID-19 pandemic. Therefore, there is a need for an attractive, active, and acceptable learning model for all types of students. Cooperative learning is a foundation for building skills cooperate, both by teachers and students. Bernie Trilling and Charles Fadel (2009) stated that the importance of balancing the implementation of teacher-based learning and student-based is a wise learning step (Trilling & Fadel 2009). Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. According to Pascarella and Terenzini (2005), students working together in structured, cooperative groups are more likely to experience positive outcomes in cognitive development than students who work in isolation from each other. Not all is positive, as reported by Chiriac (2014), group work can have positive effect on academic skills but in fact hamper the individual learning.

17 Cooperative learning is a pedagogy whose center lies in the assumption that humans always create meaning together and the process always enriches and broadens their horizons. In implementing the 21st century learning model, an educator must design learning that will deliver students to meet the above needs, by changing the learning strategy that was originally teacher-centered (teacher centered learning) into student-centered learning. This is related to how an educator chooses a learning model using the media and methods in accordance with the demands of the goals of Education.

In addition, teachers should create a pleasant atmosphere, implement fun activities, and use an interesting teaching and learning process to present material in class. Using the cooperative technique is expected to increase their learning motivation to participate in teaching and learning. This study tries to answer research question about how the students' perception of cooperative technique in teaching and learning process on pandemic situation.

20 This is expected to contribute to the teaching and learning process of English. For English teachers, this study provides information about students' perception of cooperative technique. For students, this research makes students know about the advantages of cooperative learning in increasing their motivation to learn.

2. METHOD

26 The research method is a scientific procedure or way of obtaining data with a specific purpose. This research uses descriptive quantitative research methods. According to Sugiyono (2008) stated that a descriptive research is a research to determine the result of independent variable, either one or more variables without making comparisons or linking to other variables. Sugiyono (2017: 2) says that

research methods are basically scientific characteristics of obtaining data with specific purposes and uses. The method used in the quantitative approach. For the research approach in this thesis using a quantitative research approach, as stated (Sugiyono 2017: 8) that the quantitative research method is defined as a research method based on the philosophy of positivism, used to research on certain populations or samples, data collection using research instruments, analysis. The data are quantitative / statistical in nature, with the aim of proposing predetermined hypotheses. This descriptive quantitative approach was used by the writer to know about student perception of cooperative technique in teaching and learning on pandemic situation.

The participants of the study are English students at Palangka Raya University. The writer used random sampling method. According to Cohen, et.al, (2007, p. 101) the larger the sample from the size of the existing population is the better, however, there is a minimum number that must be taken by researchers, namely 30 samples. As stated by Baley in Mahmud (2011, p. 159) which states that for research that uses statistical data analysis, the minimum sample size is 30. Therefore, the writer takes 105 students as a participants of this research.

This research was conducted in the English Language Education Study Program, Palangka Raya University. The writer conducted the research on April to May 2021. This research conducted by online because of the pandemic era (Covid-19).

In this case, this research collected data through questionnaires in order to know the students' views on cooperative learning taken from Brown (2008). The writer made the questionnaire with "Google Form" and it was distributed to students by random sampling to be filled in according to student's perception of benefits, social benefits, generic/lifelong learning skills and negative aspects of collaborative learning.

Furthermore, the second instrument used in this research was interview. The interview used is a structured interview. The questions in the interview are pre-arranged to focus on questions about cooperative learning. The interview questions regarding cooperative learning are taken from the theory of Dewey, J. (2016) which are learning by doing, intrinsic motivation, knowledge is growing, learning based on students' need and interest, learning democracy, and life-based learning. The writer did interview with a lecturer in English education of Universitas Palangka Raya. The lecturer name is Merylin Simbolon, M.Pd. She has taught since 1989. She teaches many students and using media for make students become active. Therefore, the writer asked her about cooperative learning.

Data of the research will analyzed quantitatively. Primary data which were gotten from questionnaires formed in a measurement scale. The measurement scale is an agreement that is used as a reference for determining the length and shortness of the intervals in the measuring instrument, so that the measuring instrument when used in measurement will produce quantitative data (Sugiyono, 2012: 92). In this study, the measurement scale used is the Likert scale.

For quantitative data analysis, the respondents' answers were scored as follows.

No	Respondents' Attitude	Score
1	Strongly Disagree	1
2	Disagree	2
3	Strongly Agree	3
4	Agree	4

For clarity of analysis, Brown (2008) categorized the items in the questionnaire into four groups: academic benefits, social benefits, generic/life long learning skills and negative aspects of collaborative learning. The results of this questionnaire presented in diagrams and pie charts and then described by quantitative methods.

Afterwards, the data which were gotten from interview to a lecturer analyzed descriptively. The results of the interview was analyzed and linked with relevant theoretical theories regarding cooperative learning.

3. RESULT AND DISCUSSION

3.1. Students' Perception

From the data obtained, the student response turned out to prefer individual learning. The percentage obtained was 58% for those who chose to work individually and 42% who wanted to work as a group. From this it can be concluded that English students prefer an independent and independent way of learning.

The Perception of Cooperative Technique in Teaching and Learning Process on Pandemic Situation



Figure 1. Do you prefer to work individually or in groups ?

From the data obtained, the students' responses turned out to prefer learning that focuses on teacher centered. The percentage obtained is 71% for those who choose teacher centered and 29% for those who want student centered. From this it can be concluded that English students prefer a way of learning that focuses on the lecturer or teacher who explains the learning material and students are more passive.



Figure 2. Do you prefer if the lecturer explains the material first or the lecturer is only a mentor and the students more active ?



Figure 3. Do you prefer to traditional method, such as lectures or using interactive media ?

Information and communication technology (ICT) has become essential in the contemporary society; no matter if the teachers are at work or at home. They use the internet, the email, facebook or other ways of modern communication. ICT is part of daily life. Even if the teachers do not use these communication means in class the students most certainly will use these modern means of information as support for learning or homework. Along with the development of technology, the teachers should also get the ability to incorporate and integrate technology into teaching. Reinders (2009: 231) points out that depending on the teacher's level of technological expertise, this could involve 'being able to first, use a certain technology; second, being able to create materials and activities using that technology; and third, being able to teach with technology.' The use of technology in teaching becomes more important in present times because teachers also have to be able to keep up with the technological knowledge of their students. As Reinders (2009: 236) suggests "The challenge for teachers will be more one of helping learners develop the skills to deal successfully with the increased control and independence that technology demands."

The transformations that are taking place are affecting the teaching profession itself, while education professionals must adapt to the new situation. The teacher's role in the effective use of ICT tools in the teaching-learning process after the COVID-19 crisis is essential (Santisi et al., 2018).

Table1. Students' Perceptions

Questions	Yes	No	Maybe
Is your knowledge increase when working with friends?	38%	62%	0%
Do you feel insecure when working in groups where your friends are smarter?	38%	39%	23%
Do you often difficulty when put ideas together in group work	57%	3%	40%

Is your knowledge increase when working with friends?

From the data obtained, the students' responses turned out to feel that they were not more knowledgeable when working with friends. The percentage obtained is 38% for those who chose yes, 62% who chose no, and 0% who chose maybe. From this it can be concluded that English students feel that their knowledge does not increase when working with their friends.

Do you feel insecure when working in groups where your friends are smarter?

From the data obtained, the students' responses were apparently not insecure when working with smarter friends. The percentages obtained were 38% who chose yes, 39% who chose no, and 23% who chose maybe. From this it can be concluded that English students do not feel insecure with smarter friends.

Do you often feel difficulty when put ideas together in group work?

From the data obtained, the students' responses turned out to find it difficult when putting ideas together in a group. The percentages obtained were 57% who chose yes, 3% who chose no, and 40% who chose maybe. From this it can be concluded that English students have difficulty working together, especially when putting together an idea.

3.2. Academic Benefit

Table2. Academic Benefit of Cooperative Learning

Working In Pairs And Groups	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Helped understanding	18%	76%	4%	2%
2. Fostered exchange of knowledge, information and experience	19%	72%	6%	3%
3. Receive useful/helpful feedback	19%	73%	4%	4%
4. Got fresh insights	11%	80%	6%	3%
5. Enabled learners to help weaker learners in the group	16%	73%	9%	2%
6. Improved performance	14%	72%	12%	2%
7. Caused learners to actively participate in the teaching/learning process	18%	69%	9%	4%

Learning activities will become success and attractive to students if their degree of engagement is high, the extent to which their information shape the lesson, the ability to present the subject-matter from a teacher's perspective and the ability of the teacher to integrate their information in the overall course. It is difficult to do this activity if the students are not interested in the topics suggested by the teachers, if the teachers do not give them clear requirements, if the teachers do not suggest the paper and on-line resources and indicate what issues they should be prepared to speak about and ways you are going to evaluate their work. When students know in advance what is to be taught, have additional information about a specific topic it is easier to interact by reciprocal questions: either the students that were not involved in this task can ask for more information or to clarify a certain issue or the teacher can also ask lesson-specific questions such as: What do you think...? What would have happened if...? Is there a connection between this issue and...? Over the years many researchers noticed the benefits of cooperative learning. By involving the students in the exchange of ideas, debates or support of own ideas/opinions there is an increase of the interest in the learning-teaching process. By involving them into this process we make them more responsible, we make them think critically and retain the information for a longer period of time. They really find themselves as active participants in the lesson as they can intervene whenever they feel like if they have something worth sharing.

That is so awarding for the teacher when a student or the teacher comes up with relevant information to hear the students say: " Oh, how interesting! I didn't know that!" When it comes to English

language acquisition the students become more confident in speaking the language in the first place—when one has something important to share, he/she does not think first if the grammar or vocabulary is good being eager to present the information. They also learn new ways of solving certain tasks by simply observing how their mates solve the problems. The fact that they are a group and their group work is evaluated they know that they should contribute to their success equally. Ken Blanchard (2007) in Patesan et al (2016) said that "Anything worth doing does not have to be done perfectly—at first", working at class (that of teachers and students) will be a success as a group of individuals working together as a team can do better work and reach better decisions. Furthermore, To prevent poorly performing students from exploiting their peers through free-riding during group work, on which grades may be much higher than the poorly performing students' individual grades, instructors can announce that students who fail their individual exams will not benefit from the grades for the group products (Felder & Brent 2001). If teachers adopt this system, they will need to set aside extra time for working with failing students to reintegrate them into their groups.

In doing cooperative learning, students is given a particular topic/s to find information about. It is their responsibility to make up the work groups, to decide on the spokesperson/s to present the information found. They like it as they feel as part of the teaching process; they become *teachers* for their colleagues. They will be involved in the learning activities and recall better for a longer period of time the issues they looked up.

3.3. Social Benefits

Table3. Social Benefits of Cooperative Learning

Working In Pairs And Groups	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Provided more relaxed atmosphere	14%	69%	16%	1%
2. It was fun	15%	69%	14%	2%
3. It made new friends	34%	57%	5%	4%

By doing cooperative learning in teaching and learning process, students are promoting each other's learning where they discuss and explain assignment topics with each other. The get positive interdependence as they have the sense that they are 'in this together,' feeling that each member's individual effort will not only help him, but the whole group. They never forget that each student is accountable for their own contribution to the group.

Using cooperative learning, students learn not only the subject matter, but interpersonal skills such as skills of communication, leadership, and conflict management and how to work in teams. During the activity they use reciprocal questioning as well to fulfil their task. Each member of a team is responsible thus creating an atmosphere of achievement, the ultimate success being based on a single and very important principle, namely, students must be taught how to participate in a group situation. Sharing their views with peers allows students to reflect upon taken-for-granted assumptions held before taking the course and gives them opportunities to explore new ideas proposed by peers. Students achieve personal growth that helps them maintain psychological health and a positive attitude toward their college experience (Johnson, Johnson & Smith 2007).

Students sometimes lack the social skills necessary for successful group operation and thus instructors must attend to this issue early in the group formation process. Effective student groups are not produced automatically by dividing them into small groups (Johnson, Johnson & Smith 2007). Accordingly, some small group researchers recommend teaching students necessary social skills before group work begins. Teachers can teach such skills directly through oral and written instructions and indirectly by structuring students' interactions with peers in early practice sessions.

To develop students' social skills, researchers have suggested simple team-building exercises on the first day of class (Oakley et al. 2004; Caulfield and Persell 2006; McKinney et al. 2006) and the use of written instructions about group operations and processes. Teachers can describe effective group processes in the classroom through lectures and demonstrations such as by modeling functional teams (Lighfner, Bober & Willi 2007). Pre-warning students about the danger of domineering group members will prepare them for handling the problem and possibly deter potential dominators. Providing students with templates to record their activities and findings (Oakley et al. 2004) will help them work as effective groups, as well as give them a concrete model for successful group operations.

Assigning roles to group members is a way to encourage students to cooperate. The roles can be rotated that a teacher monitors the rotation to help students obtain new role skills, especially if they are taking on unfamiliar roles.

3.4. Generic Skills

Table4. Generic Skills of Cooperative Learning

Working In Pairs And Groups	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Made problem-solving easier	1%	66%	14%	19%
2. Stimulated critical thinking	11%	77%	10%	2%
3. Focused on collective efforts rather than individual effort	13%	73%	13%	1%
4. Entailed greater responsibility-for myself and the group	25%	67%	6%	2%
5. Enhanced communication skills	16%	77%	5%	2%
6. Fostered team spirit	25%	65%	10%	0

Besides developing certain linguistic skills, cooperative learning is efficient when students of different linguistic levels work together to solve a task. They learn to organize themselves within the group, to divide the tasks equally among them, to depict the best student/students to present their work or answer possible questions, to rely on each other to come up with a final successful product. And what is most important they learn to be confident in their English competences as good communicators not only on a person to person basis but in front of an audience as well. If the cooperative learning is correctly implemented, with groups of working students that learn together and not compete with each other, then learning will be effective and efficient.

Some researchers have identified benefits of cooperative learning. First, cooperative learning promotes deep learning of learning materials through diversity of perspective fostered by interaction between peers (McKinney & Graham-Buxton 1993). Second, students achieve better grades in cooperative learning than in competitive or individual learning (Pray Muir & Tracy 1999). Third, students learn social skills and civic values that are valuable in their later life (Johnson & Smith 2007). Fourth, students learn higher-order, critical thinking skills (Windschitl 1999). The last, students develop positive attitudes toward autonomous learning (Johnson, Johnson & Smith 2007).

3.5. Represent Negative Aspect

Table5. Represent Negative Aspect of Cooperative Learning

Working In Pairs And Groups	Strongly Agree	Agree	Disagree	Strongly Disagree
1. It was a waste of time regarding explaining things to others	3%	32%	58%	7%
2. It was difficult regarding getting members to actively participate in task	5%	45%	44%	0%

Talking about negative aspect of cooperative learning, when the students complain: "This group work just feels like busy work to me. It was a waste of time regarding explaining things to others. It was difficult regarding getting members to actively participate in task." The teachers should provide prompt feedback on group outputs, rather than just collecting papers or calling on groups orally. They can set aside class time to summarize the results of groups' efforts and let the class know what they themselves have learned from the groups' outputs. In addition to treating groups' output seriously, and grading free-riders/hitchhikers or intentional social/cognitive loafers separately as done at the operation stage, instructors should continue being impartial, consistent, and transparent. Throughout the process, instructors should maintain a consistent and transparent reward system. In such a system, preserving consistency might require instructors to grade free-riders/hitchhikers or intentional social/cognitive loafers separately (Felder & Brent 2001). At grading time, it is essential to treat groups' output seriously. If something is wrong with the output, it is possible that the group has not functioned effectively. In such cases, instructors who have held off intervening need to consider how they might compensate for their inaction. For example, they may need to separately grade the members of poorly functioning groups, and they should certainly make a note of the problem to prevent it from happening in the next unit of the course. Furthermore, to maintain group learning as a positive experience, not only collective but also individual needs must be satisfied. Thus, a reward

system needs to be responsive to both the extrinsic and intrinsic demands of group members. Especially when it comes to learning in the college classroom, we know that students want to be evaluated positively for their own growth and not only for their group products. A sense of being evaluated and rewarded impartially and justifiably is necessary for the closure of successful group operation and process.

Furthermore, if students have trouble finding a time to get together, instructors can reserve a portion of class time for group activities. When students themselves cannot handle free riders or domineering members, instructors have to encourage them to contact missing members, discuss problems, and propose solutions (Caulfield & Persell 2006).

In deciding to use group-based activities, the teachers should ask the students to work together to complete a joint task or assignment. Johnson et al., (2014) suggests to make these groups work well. Thus, the teachers should define the learning objectives for the activity and assign students to groups; make sure that the groups are typically heterogeneous, and pay attention to the skills that are needed for success in the task; assign specific roles to the students, communicate the assessment criteria and the types of skills that will be needed; play an active role during the groups' work, monitoring the work and evaluating group and individual performance.

Interview Questions and The Result Regarding Cooperative Learning

1. Is learning in the classroom student-centered or teacher-centered? What is the form of activity?
2. Do you use media to make students active in learning? If so, what media do you usually use and how do you use them in learning?
3. Do you know the motivation of your students? If so, what are their motivations for carrying out learning on campus?
4. How do you increase student motivation in carrying out learning?
5. How do you develop learning materials?
6. Are your students involved in developing teaching materials?
7. Is the material taught based on the needs, interests and backgrounds of your students?
8. How do you find out the needs, interests and backgrounds of your students?
9. Are your students active in asking questions or in discussions?
10. Are there frequent question and answer / discussion sessions during the lesson? If so, what is the implementation procedure?
11. Do you often divide your students into groups to do assignments? If so, how many people are on average in 1 group?
12. How do your students usually discuss a learning problem?
13. Does the learning carried out emphasize theory or practice directly?
14. How do you get students to apply the knowledge gained into their lives?
15. Is learning also based on problems that are happening in real life? If so, how do you relate that learning to real life?

Answer:

1. Yes, in generally learning application at Palangka Raya University has implemented student centered learning. Student Centered Learning-based learning requires active students, as well as holding discussions with lecturers as facilitators if they encounter difficulties. It is hoped that active students will be able to foster their sense of creativity. Advances in Science and Technology make it easier for students to acquire knowledge not only through formal learning, but also through various media and learning resources. Learning sources can be from the internet, the surrounding environment, society, agencies, professions or even peers. Lecturers are no longer the only source of learning

but learning partners. The learning process based on Student Centered Learning utilizes various learning resources around the campus. The library on campus has books that support the learning process, besides this library also contains books that are recreational in nature that can be read to fill students' spare time. Students in Student Centered Learning-based learning must always be encouraged to have high motivation to be able to achieve the expected competencies. Students are motivated by frequent discussions so that students have the courage to express their opinions and learn to solve problems. Students are also accustomed to be able to convey or present their knowledge. In Student Centered Learning-based learning, they also should not be afraid of the lecturers, if students have a fear of the lecturers, they cannot carry out discussions or share comfortably.

2. Yes, the lecturer use media because the use of media in learning is very important, especially as a teaching and learning aid. Everything that can be used to stimulate thoughts, feelings, attention and abilities or skills of students. Especially in today's world the role of technology includes various aspects, including the world of education. The media I usually use at the beginning are: Audio visual media and also interesting powerpoint animation media, why? because besides being able to display sound and images, media like this is also very effective in attracting students' interest in the learning material presented.
3. Yes, the lecturer generally see that there are high and low student motivation. For students who have high motivation, they will prepare themselves to take part in recovery and study before lectures take place, these students usually have the desire and ambition to get high scores in each subject so that both during lectures the student will be active and often ask questions and opinions; Meanwhile, there are also students who still have low motivation, they tend not to study course material before it is discussed in class. This condition causes students to lack readiness about concepts or understanding of course material to be discussed in class. This condition may be what causes students to be less critical in following lectures, students tend to just accept concepts that develop in class, rarely ask meaningful responses, or ask questions that show an in-depth study of the material being discussed. And the motivation in general, the important thing is to pass.
4. In online learning, students can become less active in conveying their aspirations and thoughts, so that it can lead to saturating learning. A student who experiences boredom in learning will experience progress in learning outcomes. Therefore, a driving force is needed to move students so that they are enthusiastic about learning so that they can have learning achievement. The enthusiasm for learning can be owned by increasing the motivation to learn. The methods that lecturer use include:

- a. Choosing the Right Learning Method

Lecturers are required to be able to choose the appropriate learning method for teaching. Selection of the right learning method too will increase student motivation and interest in student learning so that it will create a pleasant learning atmosphere. The method I usually use is student centered, this makes students more active and searches first, expresses their opinions and then I will guide and sharpen more in-depth explanations about things discussed in class.

- b. Take advantage of the use of media

Student motivation in online learning can be increased by utilizing the use of attractive media, so that it will make students interested in learning. In this case, the lecturer creates or uses animation or video media to support online learning. As previously explained, the media I use when teaching students is audio-visual media and also interesting powerpoint animation media.

- c. Conduct Learning Evaluation

Evaluation on online learning is important to do. This matter because by evaluating online learning, I can find out whether learning can work effectively or not. If it is deemed ineffective, it can make modifications to the learning system according to students.

5. Teaching materials can be used to help lecturers and students in lectures, so that lecturers do not need to present too much material in class and have more time to provide guidance to students. Choose the type of material in accordance with the competency standards and basic competencies. Select the type of material in accordance with the predetermined competency standards. Also pay attention to the number or scope that is sufficient to make it easier for students to achieve competency standards. Based on the identified aspects of competency standards and basic competencies, the next step is to select the type of material that is in accordance with the aspects contained in the competency standards and basic competencies. The material to be taught needs to be identified whether it includes types of facts, concepts, principles, procedures, affective, or a combination of more than one type of material. By identifying the types of material to be taught, the lecturer will find it easier to teach.

After the type of learning material is identified, the next step is to choose the type of material that is in accordance with the competency standards or basic competencies that students must master. Identification of the type of learning material is also important for the purposes of teaching it. This is because each type of learning material requires a different learning strategy or method, media, and evaluation / assessment system. For example, the method of teaching facts or memorization materials is to use "donkey bridges", "memory bridges" (mnemonics), while the method for teaching procedures is "demonstrations". The easiest way to determine the type of learning material to be taught is by asking questions about the basic competencies that students must master. By referring to the basic competencies, we will find out whether the material we have to teach is in the form of facts, concepts, principles, procedures, aspects of attitude, or psychomotor.

6. Yes, the lecturer involve my students in developing the material. The lecturer gives a theme and a brief explanation related to it then the students look deeper. This student centered method has a good impact on the continuity of learning and teaching. Students are encouraged to read, understand and explain the material they get and at the end I will evaluate and provide input about the material.
7. Yes, the material taught is based on the syllabus. For students' interests and backgrounds, lecturers cannot control the whole student especially in this pandemic era, but the way is that we strive to provide the right motivation, create a comfortable atmosphere between lecturers and students, make interesting techniques and media, of course so that all students become enjoy and be excited and more active when lectures take place.
8. In general, lecturers find it difficult to find out about this, especially during the pandemic and learning online. So, lecturers usually stick to the syllabus and develop the material as attractive as possible, make students comfortable and provide sharing sessions, comments, and ask each other's opinions both to fellow students and questions for the lecturer.
9. Most of the students are active, but some are passive. So usually the lecturer ask questions when students are presenting. From there, generally the lecturer can see how good the student is with the material he delivers. So my usual way is to ask them questions first, then after they have been answered, I will add a broader explanation of the material. So, it is certain that students are more active.
10. Usually in the learning situation, the lecturer distribute themes and materials based on the syllabus, then she assign each student to find and present the material, both individually and in groups. So, in the presentation, there was a question and answer session and sharing of opinions between students and lecturers.
11. Yes, it is usually divided based on the amount of material available and according to the number of students taking the course.
12. When students want to discuss learning, they can usually be asked when zooming in and also personally chat to the lecturer. The lecturer will explain what the students want to discuss and of course during their working hours.

13. Yes, in the lecturer course, she usually ask students to understand the theory first and later can discuss together about how to practice and its implementation in real life, accompanied by questions from students and joint discussions.
14. In teaching terms, this can be called "Contextual Teaching and Learning", where teaching is a learning concept that helps both lecturers and students to relate the content of subject matter to real world situations. With this learning model, it is hoped that it can encourage students to learn. This is because students can relate the knowledge gained in class and its application in student life as family members, as community members, and later as workers (Suyanto, 2002). So, through this contextual approach, students are motivated in learning, because the lessons received will be easier to understand and more meaningful and students understand the benefits or objectives of the learning.
15. Yes, most of everything we learn both in school and lectures, of course, is directly related to real life.
 - First, meaningful learning. Where this learning is felt to be related to real life or students understand the benefits and content of the learning delivered.
 - Second, the application of knowledge. In this section, students understand what they are learning and will be applied later in their present or future life.
 - The third, higher order thinking: students think critically and creatively in collecting data, understanding an issue, and solving problems.
 - Fourth, the curriculum is developed based on standards; learning content is associated with local, national standards, developments in science and technology,
 - Next, responsive to culture. So the teacher understands and appreciates the values, beliefs, and habits of students, as well as the school structure and classroom community structure.
 - The last, the authentic assessment. Where the use of various assessment strategies will reflect learning outcomes.

As an example :

- a. Students are directed to be actively involved in the learning process so that in the future they are able to become broad-minded and courageous individuals.
- a. Students learn from friends through group work, discussion, and correcting each other, the point is that in real life they are able to socialize well.
- b. Students are taught to improve their skills according to their respective interests and backgrounds, so that in real life they are able to explore their strengths.
- c. The reward for good behavior is satisfaction
- d. Students are invited to use critical thinking skills so that in the future they can filter out what is good and what is not, and needs to be considered.
- e. Students are asked to be responsible for monitoring and developing their own learning, and of course this has a good impact in managing things well.

4. CONCLUSION

This study focuses on students' perception of cooperative technique in teaching and learning process on pandemic situation show that students quickly realize that they are able to solve problems. The research method is a scientific procedure or a way of obtaining data for a specific purpose. This research uses descriptive quantitative research methods. For the research approach in this thesis using a quantitative research approach, as stated (Sugiyono 2017: 8) that quantitative research methods are defined as research methods based on the philosophy of positivism, used for research on certain populations or samples, data collection, using research instruments, analysis. The data is quantitative / statistical in nature, with the aim of proposing predetermined hypotheses. This descriptive quantitative

approach is used by the author to determine students' perceptions of cooperative techniques in teaching and learning in pandemic situations. As a group that they would not be able to solve as individuals. Students are able to be trained to cooperative with each other and to give feedback on each other's work. Students were satisfied by peer coaching, and peer review.

Students worked together and brought effective strategies into the classroom activity. When lecturer help students learn cooperative, they have more chances to understand students' needs and know how to assist their students' learning. Lecturer facilitation and students' participation expand students' logical thinking, social network and communicative skills. Peers act as a private tutor during the cooperative activity. From this research, it is hoped that the authors can find out the perceptions and interests of students in learning conducted cooperatively.

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