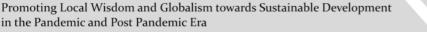# Cooperative Learning in Constructivist History Learning During the Covid-19 Pandemic

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Abstract: Learning during the pandemic must adapt to unprecedented situations. Mobility restrictions and an appeal for social distancing to avoid crowds have hampered the classroom learning process. It poses challenges for the implementation of national education, and creative teachers must solve these problems. The application of online learning is an alternative to educating the nation's life in this crisis. History learning is also affected by the COVID-19 pandemic and the implementation of distance learning. Teachers must face difficulties in planning, implementing, and evaluating history learning using online methods. Therefore, this article seeks to present a solution to these problems. The principle of constructivist learning must still be prioritized in designing learning. To overcome this, teachers can choose a cooperative learning model adapted to the characteristics and needs of students and other supporting factors. Teachers can optimize digital platforms that can make learning successful and are accessible for students. By applying cooperative learning in constructivist history learning, students can still build their knowledge and attitudes, interact actively and participate in learning, and cultivate soft skills.

Keywords: Constructivist, history learning, cooperative learning, the COVID-19 Pandemic

Introduction

The implementation of education in Indonesia is faced with severe challenges due to the COVID-19 pandemic. Classroom learning must switch to virtual learning to keep it safe and healthy. In addition, learning must continue and cannot be stopped because it can disrupt the education system. Teachers, students, parents, and policymakers must have difficulties following various decisions that create a dilemma to prevent the virus's spread or continue learning. Distance learning is the most rational option amid this pandemic emergency. Schools in implementing distance learning adopt the online method. This method is applied because it provides efficiency in the implementation of learning amid the pandemic without the need to hold meetings, the availability of internet network infrastructure in several areas is adequate, and the availability of many platforms, including media, resources, and evaluation tools, support the implementation of learning (Anugrahana, 2020). These advantages provide an alternative for teachers and schools to continue learning by adapting to unprecedented situations.

Besides providing an alternative, online learning must face several obstacles. Basar (2021) described some of the obstacles related to the readiness of human resources, the lack of clear directions from local governments, the curriculum that has not been adapted to the pandemic, and limited facilities and infrastructure such as supporting technology and internet networks in several areas. These difficulties indicate the complexity of distance learning with the online method. However, distance learning is the only option to save Indonesian education in this emergency. The readiness of human resources, including teachers, students, and parents, has encouraged the success of distance learning. Teachers' creativity utilizing various applications and other digital platforms has turned distance learning into effective learning. Although distance learning is often not optimal, it provides a good understanding and satisfactory learning outcomes for students and parents.

Constructive learning with a scientific approach set by the 2013 Curriculum must still be implemented. A good conceptual understanding of constructive learning and creativity to solve learning problems help teachers to present constructive learning in distance learning (Wardoyo, 2015). During online learning, the interaction between teachers and students is not as flexible as in face-to-face learning due to the limited interaction in cyberspace. Although

video conferencing applications are used, the flexibility to observe and interact with the students is limited. Also, teachers tend to send material and one-way explanations, ended by giving individual assignments to the students. The involvement of discussions, Q&A, group work, and other ordinary activities during face-to-face learning is almost missed in online learning. The teacher returned to the old model with expository and lecturing methods, and the student-centered orientation slowly shifted. In response to this, teachers must be able to adapt to design constructive learning during this pandemic. In addition, several regions have permitted to hold limited face-to-face learning. Teachers must use this opportunity, especially in history learning, to create constructive learning.

Methods

This article was written with a literature study approach using written sources in the form of scientific publications. Zed (2008, pp. 3) explained that literature study is an activity related to collecting reference data, reading, taking notes, and processing study materials. The scientific publication is the study object as the source of data to build arguments in this article. The data obtained are then analyzed according to the relevance to describe the discussion in this article.

Findings

Constructivist History Learning. History learning has an essential role in the practice of Indonesian education as one of character education. Internalization of values is the primary mission of history learning for students. History is always associated with stories, but the main point of learning is not on stories but on exploring values and examples to be further internalized in students as attitude formation. Good history learning will result in an understanding of history that provides clues to see a series of past events as a system of past actions under the era's spirit and provides a set of educational values for present and future life (Susanto, 2014). The wisdom offered by historical understanding through learning and efforts to realize this must align with the constructive processes that are not doctrinal. The 2013 curriculum improves competency-based process standards with a scientific approach and refines process and output-based assessment standards (Faris, 2015). It encourages the development of history learning with new approaches that accommodate local,

national, and international content and are oriented to the characteristics of attitudes, knowledge, and skills competencies.

History learning which is assumed to be a memorizing activity seems to be unimportant. This assumption must be responded with a learning transformation designed based on the principles of learning theory developed by experts. One of the popular learning theories that are often referred to in the development of learning is constructivism. There are two popular studies related to constructivism, namely cognitive constructivism, and social constructivism. Cognitive constructivism is based on Piaget's view that learners must be active in finding or changing complex information to master the information as new knowledge; social constructivism is based on Vygotsky's view, which emphasizes the importance of social interaction and cooperative learning in building mental and emotional images (Wardoyo, 2015). In the concept of constructivism, students play an active role in building their knowledge through learning experiences. The learning process is student-centered, with the teacher acting as a facilitator. Information can be obtained from various sources; it does not merely rely on the teacher as the information domain that dominates learning. Students are seen as having the ability and potential to construct their knowledge. Teachers as directors of learning must have a good understanding of the characteristics of their students to design constructivist learning that develops the students' cognitive and social aspects.

Constructivist history learning must be planned based on the characteristics of history learning. As stated by Agung & Wahyuni (2020), history learning in senior high schools has two missions: academic education that presents scientific and academic historical substance and as value education, fostering morality, identity, and humanity, nationalism, and national identity. Of these two characteristics, history learning has allowed teachers to use a constructivist approach to be developed in learning design. The intellectual aspect puts forward the established cognitive understanding students construct during learning and the internalization of values extracted from each learning material as social attitude formation. Teachers should also pay attention to the principles of the constructivist approach described by Junaidi (2018) as follows: (1) knowledge is built by students actively; (2) the pressure in the learning process is on the students; (3) teaching means helping students learn; (4) the pressure in the learning process is more on the process, not the result; (5) the curriculum emphasizes student participation; (6) the teacher is a facilitator.

Thus, it is emphasized that constructivist history learning will reduce teacher lectures that have controlled the course of learning. Students are encouraged to learn actively under the teacher's guidance to build knowledge from their activities instead of only receiving it.

Constructivist history learning is a change that teachers can make according to the 2013 curriculum. Character building and knowledge construction can be done through this approach with curriculum development as outlined in careful planning. This learning can even develop skills in students, such as critical thinking skills that can be applied in real-life situations (Hermanto, 2016). The learning becomes more meaningful for students, and teachers have realized curriculum expectations to create intelligent students in three domains: cognitive, affective, and psychomotor.

Cooperative Learning during the Pandemic. Cooperative learning is a learning model that involves students working in small groups with heterogeneous ability levels. Hosnan (2014) explains that cooperative learning is a shared attitude or behavior in an organized structure of cooperation in small groups where the involvement of each member strongly influences work success. Through group cooperation, it is hoped that students' activeness will appear with the interaction of their peers and teachers. Cooperative learning was developed based on Vygotsky's constructivist cognitive theory, which requires thinking skills to solve problems encountered to achieve cooperative learning outcomes for quality learning (Daryanto & Karim, 2017). Cooperative learning allows for human interaction in complex aspects. Students in groups try to construct knowledge and share a responsibility to achieve the same level of understanding. In addition to cognitive construction efforts, attitude formation is also trained in the cooperative phase in values such as tolerance, communication, respect for differences of opinion, and cooperation.

Distance learning using online methods during the COVID-19 pandemic seems to have reduced the chances of implementing cooperative learning. The challenge to be faced by the teacher is how to monitor the learning process in cyberspace. Moreover, cooperative learning requires good cooperation among teams with potential weaknesses, such as only a few students being actively involved in the learning process. Teachers have a big enough opportunity to implement cooperative learning during the pandemic, both face-to-face and online. Previously, they needed to analyze students' needs for learning and

determine the type of cooperative learning. Suppose the learning takes place directly in the classroom. In that case, the teacher can more freely apply various models, such as Student Teams-Achievement Divisions (STAD), make a match, group Investigation, or snowball throwing. These models characterize constructivist learning by increasing cognitive abilities and social skills that emphasize cooperation (Syaodih, 2018). Teachers can combine them with the blended learning method if face-to-face meetings are limited to continue the cooperative learning process.

The application of the online method in distance learning is not significantly different from face-to-face meetings. Cooperative learning can still be implemented considering the needs of students, the availability of infrastructure, and other supporting factors. Teachers can choose several types with the online method: Examples-Non Examples, Cooperative Script, or Think Pair and Share. The group can consist of 2 or 3 students who can communicate through chat services, such as WhatsApp. Cooperative learning with online methods seems to be complicated to apply. However, cooperative learning may be implemented during the current pandemic by planning with good supervision techniques.

Implementation of Cooperative Learning in History Learning during the Pandemic. Good history learning can successfully shape the intellect, attitudes, and competencies of students. History learning is not a set of factual knowledge to be memorized but allows students to analyze and think to solve a problem. According to Sayono (2013), in history learning, ideally, students learn about facts and past events; the learning should also raise awareness of history. Constructivist history learning is carried out jointly by teachers and the students as independent individuals, having learning potential and developing knowledge (Supriatna, 2007). The teacher acts as a facilitator, and students are the partners; it is not only the teacher who has the authority to provide information. The cooperative learning model can help teachers apply constructivist history learning. Various cooperative approaches can be adapted according to the demands of competence in the history curriculum. The teacher can package the learning according to the situation of the students and adapt it to their needs.

Learning challenges during the pandemic did not demotivate teachers to creatively teach using the constructivist method, as Listiana & Septiyan (2021)

applied Time Games Tournament's cooperative online learning in elementary schools. The learning can make fun learning and improve student outcomes. It is a valuable reference for history learning to carry out constructivist learning with a cooperative model during this pandemic. Taqiya, Sugiyono, & Nugroho (2021), who apply STAD to improve student activity and learning outcomes during distance learning, disagree that cooperative learning is challenging to apply in online learning. These examples illustrate that teachers can also apply the constructivist method through cooperative learning in history learning. For creative teachers, problems in learning obstacles can be overcome. To solve the problem, creative teachers use methods based on the analytical thinking skills that are formed due to their teaching experience (Supriatna & Maulidah, 2020). History teachers can use various types of cooperative learning given the condition of students and other resource factors, such as whether the students have smartphones and how they work together online or take advantage of various digital platform features as the study of Yuniarti, Sari, Pancarani, & Widya (2021). They use the Breakout Room feature on Zoom Meeting to support cooperative learning during the pandemic.

Conclusion and Recommendations

The Covid-19 pandemic has affected the development of education in Indonesia. In order to keep healthy and safe, distance learning is carried out online. History learning must also face the same reality, but teachers must remain aware of the importance of implementing constructivist learning during this pandemic. Teachers can develop cooperative learning as a constructivist history learning design that accommodates cognitive construction and attitude formation and trains students to realize national education goals despite the crisis period of the Covid-19 Pandemic nowadays.

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