Factors Influencing the Implementation of Cooperative Learning in the Elementary School Teacher Education Department: Students' Perspectives

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Abstract: Several factors influence the administration of cooperative learning courses, including the learning model, collaboration, social behavior and attitude, and heterogeneity. This study aims to identify the factors that assist or impede the implementation of cooperative learning courses in two Elementary School Teacher Education Departments (PGSD) involving 40 students. The researchers used an approach known as purposeful sampling, in which they selected the sample by identifying particular features that were consistent with their research objectives and were expected to be able to provide solutions to research problems. This research was conducted at two private universities in Yogyakarta, Indonesia. A qualitative descriptive questionnaire was used to collect information on the supporting and inhibiting variables of cooperative learning. Grades in Indonesian language classes have been correlated with a group effort in completing assignments (78.75%). A contributing component, the students' propensity for cooperative learning in the academic appreciation course (78%), emerges subsequently. Another aspect is the desire to complete the assignment (77.25%). Furthermore, factors that encourage cooperative learning are investigated. More suitable media facilities are essential (75%), given that the brilliant students predominate (80.75%) but familiarize themselves with cooperative learning. These facts imply that cooperative learning lays the foundation for academy students' participation, engagement, and problem-solving to be implemented during the learning and teaching processes.

Abstrak: Beberapa faktor yang mempengaruhi penyelenggaraan mata kuliah pembelajaran kooperatif antara lain model pembelajaran, kolaborasi, perilaku dan sikap sosial, dan heterogenitas. Penelitian ini bertujuan untuk mengidentifikasi faktor-faktor yang mendukung atau menghambat pelaksanaan pembelajaran kooperatif pada dua Jurusan Pendidikan Guru Sekolah Dasar (PGSD) yang melibatkan 40 mahasiswa. Para peneliti menggunakan pendekatan yang dikenal sebagai purposeful sampling, di mana mereka memilih sampel dengan mengidentifikasi ciri-ciri tertentu yang sesuai dengan tujuan penelitian mereka dan diharapkan dapat memberikan solusi untuk masalah penelitian. Penelitian ini dilakukan di dua universitas swasta di Yogyakarta, Indonesia. Kuesioner deskriptif kualitatif digunakan untuk mengumpulkan informasi tentang variabel pendukung dan penghambat pembelajaran kooperatif. Nilai mata pelajaran bahasa Indonesia berkorelasi dengan usaha kelompok dalam menyelesaikan tugas (78,75%). Sebuah komponen kontribusi, kecenderungan mahasiswa untuk belajar kooperatif dalam mata kuliah apresiasi sastra (78%), muncul kemudian. Aspek lainnya adalah keinginan untuk menyelesaikan tugas (77,25%). Selanjutnya, faktor-faktor yang menghambat pembelajaran kooperatif diselidiki. Fasilitas media yang lebih sesuai sangat diperlukan (75%), mengingat mahasiswa yang pandai mendominasi (80,75%) tetapi membiasakan diri dengan pembelajaran kooperatif. Fakta-fakta ini mengimplikasikan bahwa pembelajaran kooperatif meletakkan dasar bagi terwujudnya partisipasi, keterlibatan, dan pemecahan masalah mahasiswa selama proses-proses pembelajaran.

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A. Introduction

According to Law No. 12 of 2012's Article 35, Paragraph 3, the higher education curricula for undergraduate and diploma programs must include courses in religion, Pancasila, citizenship education, and Indonesian. In light of this, Indonesian language classes are further required for the Elementary School Teacher Education degree program, which will train prospective teachers for elementary schools. Mandatory Indonesian language classes are conducted using student-based learning following the Decree of the Director-General of Higher Education of the Ministry of Education and Culture of the Republic of Indonesia Number 84/ E/ KPT/ 2020.

In this regard, one of the cutting-edge student-based learning models is the approach to cooperative learning popularized by Slavin (1980), Bevevino & Snodgrass (1998), and Daniels (1994). A learning method based on constructivist learning theory is cooperative learning. According to Slavin (1995), in cooperative learning methods, students collaborate in groups of four to grasp the material initially provided by the lecturer. Cooperative learning involves groups of students collaborating to understand the material. It is a form of instruction designed to stimulate group cooperation and student engagement. At the same time, they complete organized assignments and value and analyze affective learning across physical, cognitive, affective, and social domains (Casey & Fernandez-Rio, 2019). The cooperative learning approach influences students' academic and social skills (Al-Malki et al., 2022) and educational transformation (Casey & Quennerstedt, 2020).

Students engage in distinct cooperative learning activities in group dynamics (Barreto et al., 2022) to achieve the stated learning goals. Likewise, cooperative learning is a learning style in which students engage in cooperative learning while working in small groups of 4-6 individuals with various group dynamics. Cooperative learning can enhance student learning and foster a more helpful social mindset. For this reason, cooperative learning can boost students' learning engagement and outcomes (Geletu, 2022).

Cooperative learning aims to use small groups of students to optimize learning opportunities and fulfill learning objectives (Sugiyanto, 2010). The cooperative learning model must consider five factors: constructive interdependence, personal responsibility, face-to-face promotional engagement, member communication (interpersonal skills), and group processing (Johnson & Johnson, 1999). Cooperative learning is said to have not been completed when students in a group have not mastered the learning materials. Cooperative learning has distinct goals from conventional groups that use a competitive approach. Cooperative learning establishes a learning environment where a group's success determines or impacts an individual student's achievement (Slavin, 1995; Slavin, 2015).

Learning in groups is different from the cooperative learning model. Not all group activities are cooperative learning (Lie, 2010). Positive interdependence is one of the factors that should be taken into account in cooperative learning. Each team member's efforts determine the outcome of the project. Therefore, the team must be capable of cooperating well. For example, a lecturer in that must set up assignments; each student must finish them independently for the others to succeed. Because each group member is accountable for a

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task and expected to support the others, each group's dependence will lead to individual accountability. Hence, cooperative learning enhances learning opportunities and allows individuals to learn through various cooperative multiagent assignments (Young & La, 2020).

Each group must be permitted to meet in person and have discussions. Therefore, face-to-face communication must be taken into account in cooperative learning. Students can create beneficial alliances through motivation and interactive activities (Ismail & Al Allaq, 2019). The group's interaction will be impacted by communication. Since students can only be expected to develop practical communication skills after some time, this process takes time. In cooperative learning, which is the learning stage in cooperative learning models, this technique helps foster syntax. The cooperative learning syntax has six phases: (1) delivering student goals and motivation; (2) presenting information; (3) grouping students for discussion; (4) guiding group work (Slavin, 2015)and study; (5) evaluating; and (6) rewarding the students' mental and emotional growth. In order to improve their effectiveness, lecturers must create an evaluation of the group work (Slavin, 1995) process.

Many different models can be used in cooperative learning, such as the Student Team Achievement Division (STAD), Jigsaw, Teams Games Tournaments (TGT), Two Stay Two Stray (TSTS), Think Pair Share, CIRC (Cooperative Integrated Reading and Composition), SAVI (Somatic, Auditory, Visualization, Intelligent), and others. There are several varieties of the model used in the execution of learning, some of which are cooperative both internally and externally in the group. For instance, the models TGT, TSTS, and Jigsaw need cooperation within and between groups, implying that learning materials are related. However, the STAD and TPS models can be created for specific internal groups. Different groups may have different course materials. The lecturer must become proficient in each of these cooperative learning models so that when designing, it falls under the purview of the learning model.

Adams (2013) concludes that using the Jigsaw cooperative model helps children learn more effectively and develop an interest in interacting with others. In addition, they learned to be kind to one another. The Jigsaw cooperative technique, introduced by Al-Salkhi (2015), has also increased student learning achievement, speaking fluency, efficiency, and motivation to continue learning (Namaziandost et al., 2019; Namaziandost et al., 2020). On the other hand, cooperative learning in foreign language classes successfully enhanced target language use, and communication skills, boosting student autonomy and self-confidence (Çelik et al., 2020). Marhamah & Mulyadi (2013) and Meng (2010) demonstrate how students improve their ability to convey their thoughts and feelings. Inside and outside the language class, the lecturer mentors and assists them in becoming language users. (1) The mathematics learning achievement of students who got cooperative model learning was better than that of students who received direct learning (Mirati et al., 2015). Thus, cooperative learning can increase students' interest in discussions as an inherent element of pedagogical concerns (Zein, 2017).

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Prior researchers have identified numerous factors as promoting and impeding cooperative learning. A group may have performed well because some members worked while others observed. Students must develop critical thinking, creativity, communication, problem-solving abilities, and collaborative actions (Liebech-Lien, 2020). On the other hand, combining students with different talents could have been a better approach to successfully implementing cooperation (Mukuka et al., 2019). The study found that most participants favored expository instruction over cooperative learning.

Furthermore, more than 64% of the participants said that they are unwilling to use cooperative learning in their classes due to problems with student assessment, maintaining a disciplined learning environment in the classroom, designing a lengthy syllabus, managing large classes, low student reasoning skills, and a high preparation load relative to teaching time. These findings demonstrate the necessity for focus and the obstacles surmounted in Zambian mathematics classrooms and other educational contexts. Nevertheless, the teachers believe cooperative learning is effective because it prepares students to participate actively and share their learning experiences (Veldman et al., 2020).

Susman (1998) proved that cooperative learning and problem-solving are essential to increasing achievement, group engagement, and elaboration. It is necessary to consider the individual differences among group members and how to adapt to factors like participant age, educational attainment, and learning preferences. This meta-analysis starts by thinking about how computers affect group interactions. Other research findings designate that cooperative learning boosts students' self-confidence, self-esteem, and engagement, which alters their perceptions of the significance of crucial elements in pedagogical activities. They demonstrate that to implement cooperative learning successfully (Mafakheri et al., 2013; Sadeghi & Ganji, 2020). It is essential to focus on several elements, such as student preparation regarding pedagogic and interpersonal skills, class management, and learning facilities.

The current study focuses on how these principles from previous research findings enhance learning and teaching environments at the academic level of competence. The conviction that cooperative learning modifies how students engage and solve problems becomes the nexus of questions and collaboration. Hence, this study aims to investigate the elements that promote or discourage the adoption of cooperative learning courses in elementary school teacher education departments. All aspects contribute to the body of knowledge, acquired competence, and sustainability as newly discovered facts.

B. Method

Cooperative learning was used in elementary school teacher education departments at two private universities in Yogyakarta to apply this generated model in 2022. First, a small sample test was conducted ahead of time. Then, this large sample experiment was conducted based on observation (Cope et al., 2017; O'Leary et al., 2023) and evaluation of the smaller sample trial's outcomes and the initially-focused group preparation outcomes (Femdal & Solbjør, 2018). The teaching materials refer to the Indonesian language book

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to decide the learning plan and instructional materials based on the workshop. Before the preliminary test, 40 students must complete a work requiring them to use their spelling and sentence structure.

Moreover, students are offered guidance until it is completed using the previously specified predetermined syntax. Following specified guidelines, students are given a questionnaire concerning elements that favor and hinder cooperative learning. The questionnaire was validated by expert assessment, including two lecturers, before being utilized for data collection. In addition, a focus group discussion with lecturers from two elementary school teacher education departments were covered in the questionnaire (Hounshell, 2022; Vansteensel et al., 2017; Liu & Zhang, 2015). The questionnaire was amended in light of feedback from focus groups and conversations with participants before being distributed to the respondents for completion, as shown in the following research flowchart.

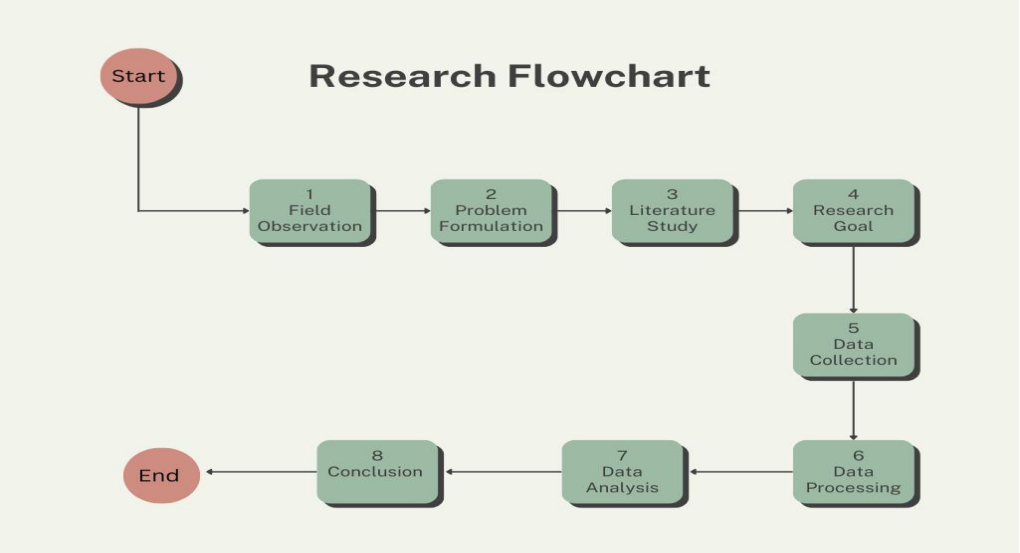

Figure 1. Research Flowchart Figure

C. Result and Discussion

Result

The most important supporting factors are supporting factor number (2), the existence of group responsibility in doing the task (81%), followed by supporting factor number (6), the desire to complete the task thoroughly (77%), followed by factor number (3) the ability increased due to cooperative learning (76%), factor number (1) personal responsibility in carrying out tasks (74%), and factor number (5) feeling comfortable with a different environment.

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Table 1. Factors that Support Cooperative Learning in University A's Class A

No	Factors	Respondent's statements %	
		Yes	Ranking
1	There is individual responsibility for completing assignments.	74	4
2	When working on assignments, there are group responsibilities.	81	1
3	Cooperative learning enhances students' ability to appreciate literature.	76	3
4	Students are bold in their expression of views.	69	6
5	Students are at ease discussing differing viewpoints.	72	5
6	Students are eager to complete the assignment altogether.	77	2

Factors Inhibiting Cooperative Learning

Factor number (1), bright students typically dominate the discussion (82%), is ranked first, followed by factor number (5), media problem (81%), and factor number (6), students' lack of fluency in communicating smoothly. Oral communication is difficult to participate in learning (79%), followed by factor number (3) cooperative learning requires more time (78%), factor number (4) the time provided is insufficient because the topic is too broad (76%), and answers to discussion participants are frequently not relevant (79%).

Table 2. Factors that Inhibit Cooperative Learning in University A's Class B

No	Factors	Respondents' Statements %	
		Yes	Ranking
1	In discussions, bright students frequently take the lead.	82	1
2.	Because the topic has become extensive, the time allotted must be increased.	76	5
3	Cooperative learning necessitates careful planning.	78	4
4	Cooperative learning requires additional time.	67	7
5	Cooperative learning obliges more favorable media and facilities.	81	2
6	Students who speak fluently need help understanding the instructions.	79	3
7	Students' responses to questions are frequently irrelevant to the topic.	69	6

Factors Supporting Cooperative Learning

The table below shows factors (2) group responsibility in doing assignments (86%) rank first. The desire to complete the assignment thoroughly (83%) ranks second, followed by factor number (6). The third factor is ability. Because cooperative learning (79) was placed third, students' appreciation of student literature grew. Rank 4 Personal responsibility is involved in completing responsibilities (78), occupied by supporting factor 1. Rank 5 is the

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number of bold students expressing their thoughts (73%). Furthermore, factor number (5) is feeling comfortable having differing points of view in a discussion (70%), ranking sixth.

Table 3. Factors that Promote Cooperative Learning in University A's Class B

No	Factors	Respondents' Statements %	
		Yes	Ranking
1	There is personal accountability for completing assignments.	78	4
2	When completing assignments, there are group obligations.	86	1
3	Cooperative learning has increased students' literary appreciation skills.	79	3
4	Students are more courageous than usual in expressing their views.	73	5
5	Students are at ease expressing different points of view during discussions.	70	6
6	Students have an intense desire to complete the assignments thoroughly.	83	2

Students' Barriers to Cooperative Learning

Based on the table below, the biggest impediment is factor number (2); the time allocated is frequently insufficient because the issue is extensive (79%). Factor number 1: In discussions, intelligent students frequently dominate (74%) rank 2. Factor number (5) Cooperative learning necessitates more conducive media and facilities (72%), putting it in third place. Cooperative learning necessitates significant preparation (67%) and is ranked fourth. Factor number (4) Cooperative learning requires more time (66%) ranks fifth. Then, factor number (6) occupies rank 6. Students who need to be more fluent in verbal communication need help understanding the instruction. Factor (7) responses to irrelevant-to-the-topic questions (63%) are ranked last.

Table 4. Factors that Inhibit Cooperative Learning in University A's Class B

No	Factors	Respondents' Statements %	
		Yes	Ranking
1	In discussions, bright students frequently take the lead.	74	2
2	Because the topic has become extensive, the time allotted must be increased.	79	1
3	Cooperative learning necessitates careful planning.	67	4
4	Cooperative learning requires additional time.	66	5
5	Cooperative learning obliges more favorable media and facilities.	72	3
6	Students must be more fluent in verbal communication and help understand the instruction.	65	6
7	Students' responses to questions are frequently irrelevant to the topic.	63	7

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Factors that Encourage Students to Use Cooperative Learning

The second supporting factor (80% is ranked 1) in the chart below is group accountability for completing assignments. The third supporting component is placed second (78%), followed by group responsibility for completing assignments. The desire to do the task thoroughly, the third-ranking criterion, follows. The fifth-place supporting factor is the ease with which diverse viewpoints can coexist in dialogue (72%). Finally, taking personal responsibility for completing the assignment (67%) is the determining factor for the last rank 6.

Table 5. Factors that Support Cooperative Learning in University B's Class A

No.	Factors	Respondents' Statements %	
		Yes	Ranking
1	There is personal accountability for completing assignments.	67	6
2	When completing assignments, there are group obligations.	80	1
3	Cooperative learning has increased students' literary appreciation skills.	78	2
4	Students are more courageous than expected in expressing their views.	68	5
5	Students are at ease expressing different points of view during discussions.	72	4
6	Students have an intense desire to complete the assignments thoroughly.	74	3

Factors Inhibiting Students in University B's Class A

Intelligent students frequently dominate (84%) discussions, the most significant interaction barrier. Factor number four, cooperative learning requires more time than usual, is the second inhibiting factor (74%). Factor number 5 is the third-ranking inhibitor. More accommodating media and facilities are needed for cooperative learning (75%). Cooperative learning requires meticulous planning (72%), factor number 3, the fourth most constraining factor. Sixth-factor students have trouble communicating and learning (70%), as the fifth limiting factor. The number factor is the sixth deterrent (2). The time allotted is frequently insufficient because the subject is broad (69%). The number one limiting factor is the last ranked one (the responses to the questions are frequently unrelated to the subject, or 66%).

Table 6. Factors Inhibiting Cooperative Learning in University B's Class A

No	Factors	Respondents' Statements %	
		Yes	Ranking
1	In discussions, bright students frequently take the lead.	84	1
2	Because the topic has become extensive, the time allotted must be increased.	69	6
3	Cooperative learning necessitates careful planning.	72	4

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No	Factors	Respondents' Statements %	
		Yes	Ranking
4	Cooperative learning requires additional time.	76	2
5	Cooperative learning obliges more favorable media and facilities.	75	3
6	Students must be more fluent in verbal communication and help understand the instruction.	70	5
7	Students' responses to questions are frequently irrelevant to the topic.	66	7

Factors Inhibiting Students in University B's Class B

In the table below, the supporting factors number (3). The ability to appreciate students' literature increases because cooperative learning (79%) is in rank 1. Supporting factors number (6) The desire to do the task entirely (76%) is ranked 2. Supporting factors number (1) personal responsibility in doing assignments (68%) was ranked third. Supporting factor number (4) students are more courageous in their opinion (71%) are in fourth place. Supporting factors (5) feeling comfortable having different opinions in discussion (70%) ranked fifth, followed by supporting factors number (2) There is group responsibility in doing assignments (68%) ranked sixth.

Table 7. Factors Supporting Cooperative Learning in University B's Class B

No	Factors	Respondents' Statements %	
		Yes	Ranking
1	There is personal accountability for completing assignments.	73	3
2	When completing assignments, there are group obligations.	68	6
3	Cooperative learning has increased students' literary appreciation skills.	79	1
4	Students are more courageous than usual in expressing their views.	71	4
5	Students are at ease expressing different points of view during discussions.	70	5
6	Students have an intense desire to complete the assignments thoroughly.	76	2

Factors Inhibiting Students' Cooperative Learning in University B's Class B

The table below contains an inhibiting factor number (1). In discussion, clever students often dominate (83%) and are in rank 1. Then the inhibiting factor number (4), Cooperative learning takes more time (78%), ranks second. The inhibiting factor number (5) is cooperative learning. It requires media and facilities that are more conducive (72%) in the third rank. Inhibiting factor number (6) Students who do not fluently communicate and have difficulties participating in learning (70%) are in fourth place. The inhibiting factor deals

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with time insufficiency because the topic is widespread (67%). The inhibiting factor of number (3) is that cooperative learning needs thorough preparation (67%), and inhibiting factor number (7) answers to questions are often irrelevant to the topic at seventh place.

Table 8. Factors Inhibiting Cooperative Learning in University B's Class B

No	Factors	Respondents' Statements %	
		Yes	Ranking
1	In discussions, bright students frequently take the lead.	83	1
2	Because the topic has become extensive, the time allotted must be increased.	67	5
3	Cooperative learning necessitates careful planning.	69	6
4	Cooperative learning requires additional time.	78	2
5	Cooperative learning obliges more favorable media and facilities.	72	3
6	Students must be more fluent in verbal communication and help understand the instruction.	70	4
7	Students' responses to questions are frequently irrelevant to the topic.	65	7

Discussion

The data descriptions depict the mean value of Indonesian Language courses for elementary school students. In addition, the lecturer created a cooperative learning approach for each of the classes A and B at Universities A and B. Class A at University A has a t-count of 4,388, Class B at University A has a t-count of 5,293, Class A at University B has a t-count of 2,543, and Class B at University B has a t-count of 4,018.

Table 9. Individual Scores and Abilities of Indonesian Language Groups

No.	Elementary School Teacher Education Classes	Scores of Individual Ability	Scores of Group Ability	Group Category
1.	Class A university	79,23	79,70	Good
2.	Class B University A	77,74	77,00	Good
3.	Class A University B	79,80	81,00	Very good
4	Class B University B	79,55	81,00	Very good
	Average	79,08	79,675	Good

Cooperative learning has been successfully implemented in Indonesian language courses for prospective teachers. According to the data description, the supporting elements for cooperative learning are concerned with cultural values and character education, which are supported by elements that have the features that follow.

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Table 10. Rankings of Cooperative Learning Supporting Factors

No	Factors	Elementary Education Teacher Department Rankings			
		Class A Univ. A	Class B Univ. A	Class A Univ. B	Class B Univ. B
1	There is individual responsibility for completing assignments.	4	4	6	3
2	There is group responsibility for completing assignments.	1	1	1	6
3	Cooperative learning boosts students' ability to appreciate literature.	3	3	2	1
4	Students are more courageous than usual in expressing their views.	6	5	5	4
5.	Students feel more comfortable than expected when expressing distinct points of view in class discussions.	5	6	4	5
6	Students want to perform their assignments thoroughly	2	2	3	2

Table 10 lists the supporting variables in order of importance for raising Indonesian language instruction among classes of prospective elementary school teachers. Classes A and B from universities A and B are included in the top ranking in three classes. Completing assignments involves collective effort. Factor number 6, the desire to accomplish the assignment in classes A and B of university A and B of university B, is the second-ranking supporting factor. The students' improved elementary school teacher education performance supports the third position. Classes A and B at University A witnessed the emergence of cooperative learning.

Students are bolder than expected in expressing their ideas in class B of University A and A of University B, which is the supporting component for the fifth rank. In addition, students are more assertive in their opinions than in classes B of University A and Class A of University B, and the number factor (5) The feeling of comfort with different opinions in discussion is in classes B of University A and Class B of University B, which is the supporting factor for rank 5. Furthermore, the elementary school teacher education ranking factor of six is distributed throughout various factor numbers and student classes.

Based on this identification, the primary supporting elements in accomplishing assignments include the factor of group responsibility, the willingness to do the assignment in three classes of Elementary School Teacher Education students, and other factors in each of the two classes. On average, the percentage of cooperative learning enabling elements is as follows:

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Table 11. Ranking of Supporting Factors for Elementary School Teacher Education Students in Indonesian Language Cooperative Learning.

No	Factors	Class %				Higher Education Average %	Ranking
		Class A Univ.A	Class B Univ. A	Class A Univ. B	Cass B Univ. B		
1	There is individual responsibility for completing assignments.	74	78	67	73	73,00	4
2	There is group responsibility for completing assignments.	81	86	80	68	78,75	1
3	Cooperative learning boosts students' ability to appreciate literature.	76	79	78	79	78,00	2
4	Students are more courageous than usual in expressing their views.	69	73	68	71	70,25	6
5	Students feel more comfortable than usual when expressing distinct points of view in class discussions.	72	70	72	70	71	5
6	Students want to perform their assignments thoroughly	77	83	74	76	77,25	3

In general, the supporting factors for cooperative learning in the four elementary school lecturer education classes that occupied the highest percentage were factors (2) there was group responsibility in doing assignments (78.75%); followed by supporting factors (3) Students' literary appreciation ability increased due to cooperative learning (78%). Followed by the factor (6), The desire to do the task altogether (77.25). The fourth rank is a factor (1), There is personal responsibility in doing the task (73%); the fifth rank is a factor (5), The feeling of comfort in having different opinions in discussions (71%), and the last ranking is the factor (4) The feeling of comfort having different opinions in discussion (70.25%).

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Table 12. Inhibiting Factors of Indonesian Cooperative Learning for Students of Elementary School Teacher Education

No	Factors	Ranking in the Class			
		Class A Univ. A	Class B Univ. A	Class A Univ. B	Class B Univ.B
1	In discussions, clever students often dominate	1	2	1	1
2	The time provided is often insufficient because the topic is broad	5	1	6	5
3	Cooperative learning needs careful preparation	4	4	4	6
4	Cooperative learning takes more time than usual.	7	5	2	2
5	Cooperative learning requires media and facilities that are more conducive	3	3	3	3
6	Students who are not fluent in verbal communication have difficulty following the lesson	2	6	5	4
7	Students' answers to questions are often irrelevant to the topic	6	7	7	7

Table 12 delineates the limiting criteria: (1) Smart students frequently take the lead in discussions. Factor (4), Cooperative learning needs more time, comes in second place, followed by the factor (5), Cooperative learning needs more favorable media and facilities, in third place. The fourth-ranking is that cooperative learning requires meticulous planning, followed by frequently off-topic inquiries.

Table 13. The Average of Cooperative Learning Inhibiting Factors

No	Factors	Class %				Average
		Class A Univ. A	Class B Univ. A	Class A Univ. B	Class B Univ. B	
1	In discussions, bright students frequently take the lead.	72	74	84	83	80,75
2	Because the topic has become extensive, the time allotted must be increased.	76	79	69	67	72,75

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No	Factors	Class %				Average
		Class A Univ. A	Class B Univ. A	Class A Univ. B	Class B Univ. B	
3	Cooperative learning necessitates careful planning.	78	67	72	69	71.50
4	Cooperative learning requires additional time.	67	66	76	78	71.75
5	Cooperative learning obliges more favorable media and facilities.	81	72	75	72	75,00
6	Students must be more fluent in verbal communication and help understand the instruction.	79	65	70	70	71,00
7	Students' responses to questions are frequently irrelevant to the topic.	69	63	66	65	65,75

Referring to the mean percentage of inhibiting factors, the most dominant inhibiting factor is the element under discussion; bright students frequently dominate (80.75%), and cooperative learning needs more favorable media facilities (75%). Then, factors (2), (3), (3), (4), and (6) have a balanced percentage, but factor (7) has a low percentage (65.75%).

D. Conclusion

The key findings of the applied cooperative learning approach show that the grades of the Indonesian language course improved dramatically. The key components contributing to growing ability include group responsibility in accomplishing projects, supporting factors, literary appreciation, and willingness to do assignments. On the other hand, the dominance of intelligent students in discussions impedes cooperative learning, as is the need for more favorable media tools.

This implies that such cooperative learning components impact students' understanding of learning materials in groups or individually. The cooperative learning approach encourages students to interact, create group activities, and have positive interdependence while considering team members' work. Students strive to determine how learning project outputs contribute to capability, assignment completion, innovations, and responsibilities. For the others to succeed, the success of this learning model must be established by a lecturer through consistent attempts to complete assignments autonomously. Individual responsibility will arise from each group's dependency as part of collective accomplishment because each student is responsible for a task and is expected to assist one another.

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Group members must be allowed to meet and discuss the topics under investigation. As a result, face-to-face communication is essential in cooperative learning, wherein students can connect through lines of learning engagement activities. Communication is also essential for developing group connections, necessitating strong communication skills, commitment, and time. In short, cooperative learning encourages students to set learning goals and motivate one another, present knowledge and information, divide students into discussion groups, guide them to support group work and study, evaluate, and reward students' learning mentality and emotional growth. As a result, they develop their skills and performances, the efficacy of collaboration, debate, and evaluation of group work processes in the lecturer's presence.

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