

The effect of massive open online course (MOOC) on the acceleration of community education with digital character

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Abstract

Technological developments from time to time have had a great influence on the world of education, one of which is the innovation of new learning models that are driven by the combination of science and technology. One of them is through online learning courses or Massive Open Online Courses. This study aims to determine the role of the Massive Open Online Course in improving the quality of education in Indonesia during the 2019 Coronavirus Disease pandemic to create a society with a digital character. To support this writing, qualitative research was conducted using a questionnaire to collect opinions from respondents. This study indicates that the data obtained shows the quality of the response questionnaire to the use of the Massive Open Online Course system is very good. Even though the Massive Open Online Course only uses an online platform in its implementation. However, this learning model can make it easier for anyone to learn regardless of regional boundaries or age. The openness of education causes graduation to no longer to reflect the almameter. Therefore, internet-based education such as the massive open online course must continue to be developed because in some countries the formation of learning media such as massive open online courses is still the first step to attract people to increase their interest in learning new knowledge in this digital era.

Keywords: community-based education, digital character, MOOC

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INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, selfcontrol, personality, intelligence, noble character, and skills needed by themselves, society, nation and state based on Indonesian Law Number 20/2003. Education is a pillar of the establishment of a nation (Utomo & Muntholib, 2018).

Good education is supported by good facilities and infrastructure and is also supported by human resources of good educators. Good education can also help the government in producing a superior generation of nations and making a developed country. In this digital era, the internet is very easy for us to access. Moreover, due to the COVID-19 (Coronavirus Disease 2019) pandemic, all learning has been converted into an online system. To add insight and support learning activities, the public can access online courses or can be called MOOC (Massive Open Online Courses) which have unlimited capacity (Oka et al, 2015). The term MOOC appeared in the US in 2008, but at this time the direction of MOOC Education was founded Coursera, which was created at Stanford in 2011, and initially brought together the open resources of the three largest universities in the United States, which is the best education system (Bagbekova, 2019).

MOOCs exist as a new model of education and learning, which uses the internet to deliver lecture materials at prestigious universities and educational institutions in the world, creating a kind of revolution and these people join together to conduct sustainable courses (Husna, 2019).

There are two main types of MOOCs, each of which defines a particular pedagogical approach, namely: connectivist or cMOOC, driven by pedagogical principles of social learning, and institutionally focused xMOOC, dependent on video-lecture content and automated assessments (Admiraal et al, 2015). But the first MOOC considered was the cMOOC which rooted in connectivism (Pilli et al, 2016). Even though this MOOC comes from a foreign country, recently in Indonesia it self there have been several MOOC models that can be accessed through the website, and the good news is that joining the online course can be accessed for free. However, for now it is still in the scope of general science so that the application of MOOC is considered 'narrow' because not all fields of science are included in it (Oka et al, 2015). Besides that, it can also help teachers because nowadays it is promoted to be proficient in literacy towards e-learning such as MOOC so that knowledge in the world of Alaf 21 can be explored and utilized in the teaching and learning process (P&P) (Penny et al., 2011).

Therefore, the MOOC will provide space for freedom in learning. In the study, of course, it will be related to online learning which is indeed focused on platforms in Indonesia so that they can make solutions or alternatives in the midst of the COVID-19 pandemic (Oka et al, 2015).

RESEARCH METHOD

This study uses a qualitative approach with a case study method to understand the effect of MOOC (Massive Open Online Course) on the acceleration of public education with digital characteristics. While some consider a "case" as an object of research (Stake, in Manab, 2015) and others consider it a methodology (Merriam, in Manab, 2015), a case study is an exploration of a bound system or a case (or many cases) over time. time through indepth and detailed data collection involving multiple sources of information with a rich context (Manab, 2015). Then proceed with a literature study that aims to be used as a reference in writing in order to provide relevant results. In the last stage, the researcher compiled a questionnaire which was then distributed to the respondents to be filled out honestly according to their respective understandings. The questionnaire contains questions related to the opinion of the respondents regarding the influence of MOOC (Massive Open Online Course) on the acceleration of public education with a digital character.

The research subjects consisted of 18 respondents who had filled out a questionnaire sent by the researcher online by using the google form application. The data research method using questionnaires was carried out to measure several aspects, including: firstly whether the respondents are MOOC users, secondly whether the respondents easily understand learning materials in MOOC, thirdly how effective is the use of MOOC in helping respondents learn and fourth whether the MOOC learning model can train people's independence to seek new knowledge?

In this study, the data analysis used was descriptive qualitative. The next step taken in analyzing the data is data reduction. Data reduction means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns (Sugiyono, in Khasanah, Utia, 2019). The data that has been reduced will provide a clear picture and make it easier for researchers to conduct further data collection, and look for it when needed.

RESULTS AND DISCUSSION

The questionnaires were distributed on March 1 - 3, 2022 online using a google form with a total of 18 respondents, consisting of 16 students and 2 workers. One of the interesting things from the results of the questionnaire is that most of the respondents (66.7%) are users of Massive Open Online Course services. All respondents' opinions regarding whether they are Massive Open Online Course users with confidence have been summarized and shown in Figure 1.

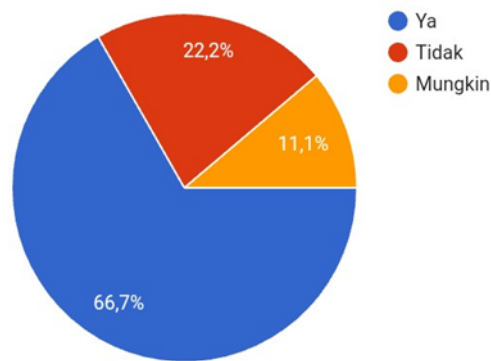


Figure 1. Percentage of respondents who are MOOC users

In Figure 1 it can be seen that 66.7% of respondents confidently stated that they were included in the Massive Open Online Course users in their learning activities or in seeking new knowledge. Then as many as 22.2% stated that they did not use the Massive Open Online Course in learning activities. And the remaining 11.1% were unsure whether they were Massive Open Online Course users or not, so they said it was possible. In addition, Massive Open Online Courses (MOOCs) have received widespread attention to develop the potential of their students on a higher education scale, with various platforms such as Coursera, edX and Udacity recently appearing (He, 2015).

The convenience of the Massive Open Online Course is really felt, especially with the free, free access provided by some platform providers, which is very helpful and makes it easier for users. However, there are also several platforms that provide similar services but at a cost. For users of the prepaid Massive Open Online Course platform, providing quality information with a unique and easy-to-understand teaching method when compared to the free one will make a big difference. Moreover, Massive Open Online Course platforms from several countries in the world are very informative.

In addition to providing convenience in terms of access, the Massive Open Online Course is also easy to understand. And reinforced by the opinion of respondents where as many as 55.6% of them stated that the Massive Open Online Course is very easy to understand if studied actively and diligently. However, there are also some respondents around 44.4% who are still not sure whether the Massive Open Online Course can be easily understood or not. And the opinion of the respondents can be seen in Figure 2.

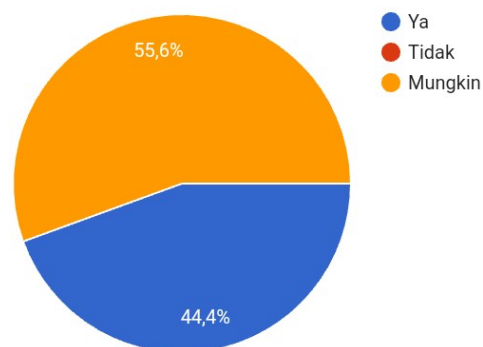


Figure 2. Respondents' options about MOOCs that are easy to understand or not

However, in terms of effectiveness, most of the respondents or as many as 61.1% of respondents stated that learning with the Massive Open Online Course model was quite effective. Then 22.2% of respondents stated that the learning model was considered effective. 11.1% said it was less effective and the remaining 5.6% said the model was very effective. The opinions of these respondents can be seen in Figure 3.

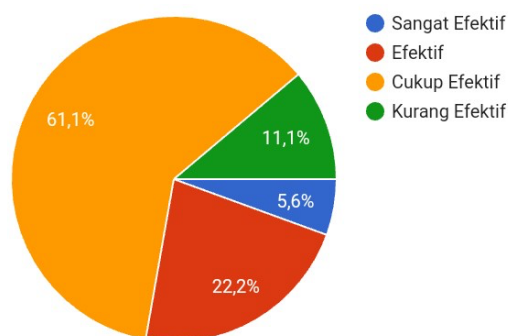


Figure 3. Respondents' options regarding the effectiveness of learning with the MOOC model

Furthermore, with an attractive and flexible learning model, the Massive Open Online Course can attract students, university students, or the general public to learn new things or knowledge in a world that continues to evolve with the times. In addition, this learning model can be used as a complement to materials that are not found in schools, universities, or certain institutions. Furthermore, the responses from the respondents regarding whether the Massive Open Online Course learning model can train the community's independence to seek new knowledge can be seen in Figure 4.

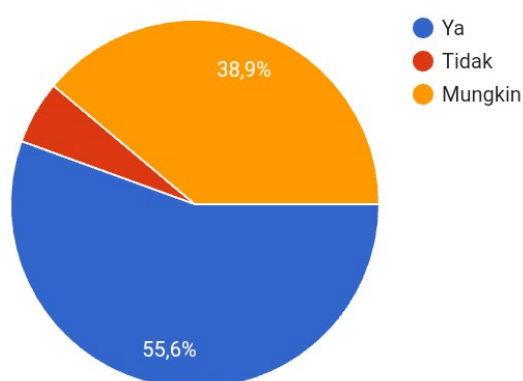


Figure 4. Respondents' option about the MOOC learning model

CONCLUSION

From the research that we have conducted based on a questionnaire related to the effect of MOOC (Massive Open Online Course) on the acceleration of public education with a digital character, it shows very good results. Where the majority of respondents use the learning model that is considered very easy to understand, quite effective, and can provide opportunities to seek

new knowledge independently. Although there are some shortcomings, the Massive Open Online Course is very feasible to use.

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