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Impact Of Massive Open Online Course (Mooc) As Best Practice In Indonesia Medan Marelan District Elementary School

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui respon peserta didik Sekolah Dasar terhadap pembelajaran daring (*online*) yang dilaksanakan selama masa pandemi *covid-19* ini berlangsung. Penelitian menggunakan survei terbatas yang dilakukan untuk tingkat sekolah dasar dengan jumlah responden sebanyak 32 orang (1 kelas pembelajaran). Survei ini diarahkan untuk mengetahui dampak belajar peserta didik dalam menggunakan *Massive Open Online Course (MOOC)* dalam hal ini penggunaan *website*. yang telah dikembangkan dalam rangka membandingkan pembelajaran. Peserta didik secara bebas mengungkapkan pemikirannya dalam bentuk tulisan (bukan merupakan pilihan). Instrumen penelitian yang akan digunakan berupa angket yang digunakan untuk mengetahui pendapat peserta didik mengenai pembelajaran dengan berbasis jaringan internet yang dilakukannya selama masa pandemic *covid-19* ini. Hasil analisis dari 25 pernyataan dalam angket dinyatakan valid semua berdasarkan pengolahan data dengan berbantuan *SPSS for Windows 25.0*. Pernyataan dalam angket dikatakan valid karena $\text{sig} < 0.05$ maka angket dinyatakan valid dan reliabel dengan hasil t hitung sama dengan $0,874 > 0,05$. Hasil penelitian telah menggambarkan bagaimana dampak MOOC sebagai *best practice* dan berpotensi mempengaruhi sikap, kepercayaan diri dan kemandirian pembelajar. Penelitian yang dilakukan dalam kelas menunjukkan pebelajar secara sadar mengkonstruksi budaya pebelajar yang unik di dalam MOOCs. MOOC sebagai budaya pembelajaran sosial global yang menawarkan lensa baru bagi perancang pembelajaran untuk dapat digunakan dalam mengembangkan, menyampaikan, dan memfasilitasi pembelajaran MOOC.



ABSTRACT

Keywords:

Massive Open Online Course, Best Practice



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This study aims to determine the response of elementary school students to online learning that was carried out during the Covid-19 pandemic. The study used a limited survey conducted for the elementary school level with a total of 32 respondents (1 class). This survey is directed to find out the impact of student learning in using the Massive Open Online Course (MOOC), in this case, the use of the website which has been developed to compare learning where students freely express their thoughts in written form (not a close-ended option). In this case, the research instrument that was used is in the form of a questionnaire that is used to find out students' opinions about internet-based learning that they do during the COVID-19 pandemic. The results of the analysis of the 25 statements in the questionnaire were declared valid, all based on data processing with the help of SPSS for Windows version 25.0. The statement in the questionnaire is said to be valid because of the sig < 0.05, then the questionnaire is declared valid and reliable with the t-count result of 0.874 > 0.05. The results of the study describe how the impact of MOOC as the best practice has the potential to affect students' attitudes, self-confidence, and independence. Research conducted in the classroom shows that learners consciously construct a unique learner culture within MOOCs. By viewing MOOC as a dynamic global social learning culture, we offer a new lens for learning and learning designers to use in developing, delivering, and facilitating MOOC learning.

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INTRODUCTION

The development of science and technology at this time has made the world seems limitless, various kinds of virtual communication activities to all corners world in a short time, and advances in technology and communication trigger various changes in human life. These advances give rise to innovations that affect the sectors, such as economic, cultural, and social. Technology has shifted human function and changing the way of working, working, studying, and so on (Indiyani & Yermadotillah, 2021). Along with the development of information and communication technology that is increasing Then education requires learning and teaching principles that are based on science and technology (Isomitdinovich, 2022). Online learning is a learning process that uses online technology or using the internet and digital media in the form of photos or videos in delivering material (Jomah et al., 2016). This teaching and learning process should be a learning model which is highly accepted by students because at this time almost all students have technology products so they will be able to capture material easily and even better. This is one of the many examples of this form of digitization in the Internet world of education that has abundant benefits (Pambudi & Wibawa, 2020).

The development of the Massive Open Online Course (MOOC) model is aimed at learning which uses the online or internet and digital media in the form of photos or videos in the delivery of the material (Pachisia, 2022). Massive Open Online Courses (MOOC) such as open and distance learning programs that have existed before, MOOC has become renowned for their promise of increase access to education for students of all backgrounds (Fredette, 2013). MOOC is a free online course with tens of thousands of learners, starting more collaboratively (Pambudi & Wibawa, 2020). MOOC has great potential to reach every learner. Without the limitations of face-to-face surveys with interviews or questionnaires, MOOC offers a fairly easy way to collect and store data on student behavior, thereby ensuring the quality and usefulness of the data collected. In addition, because online courses are launched regularly, instructors need to capture the dynamics of topics discussed over time, to meet the needs of participants' future learners by adapting pedagogical methods. If in MOOC, the instructor is better insight into the interactive regularity of learners, and their possible duration in the course longer (Edelsbrunner et al., 2022).

Massive Open Online Course (MOOC) has become a life-based learning culture and is a contemporary construction that needs to be a model in the learning environment (Praherdhiono, et al., 2018). Simply put, MOOC is changing the culture of many learners by spending their time on informal learning, offering cultural experiences for those who wish to expand their knowledge (Knox, 2014). This MOOCs system provides several courses that offer study material or skills that can be with a large number of participants at once, which cannot be done through conventional learning such as direct class meetings (Setyowati, 2015). These MOOCs contain materials that can be accessed individually or independently by selecting according to the field interested. These MOOCs can be accessed individually because the content in those MOOCs usually contains learning videos that have been prepared by the instructor/teacher so that can be easy to understand (Risdianto, 2021). Seeing that means with these MOOCs allows people to learn what they want, faster through the system of non-formal learning. MOOCs mean that they can be an alternative to education currently available formal education to obtain quality, cheap, and recognized education later for someone in getting a job other than such as formal education at this time, then over time if our formal education can't adapt to this it could be our formal education will be disrupted, formal education can adopt learning MOOCs and other online learning systems in their deep learning system facing the covid 19 pandemic that requires us at this time to carry out learning online (Sonwalker, 2013).

Currently, the world is experiencing a Covid-19 pandemic which encourages all residents to do activities at home, including in the teaching and learning process, for the sake of supporting learning activities at home, by accessing open online courses that have unlimited capacity, or in English, it is called Massive Open Online Course (MOOC) (Purnomo, 2016). A Massive Open Online Course (MOOC) based learning method, is one of the fruits of the revolution in primary, secondary, and higher education in the 21st century, since 2012 MOOC has been widely developed and used in many countries, especially in Europe and America, but has not been widely used in Asia, especially in Indonesia. MOOC become especially important for developing countries to prepare for the 21st century (Bakar & Latif, 2010).

The implementation of this MOOC model learning activity is usually done via the web which can be accessed via the internet (Johan, 2016). Thus it takes some indicators as a measure of the learning achievement of the MOOC model which is applied through

the website (Puspaningtyas & Dewi, 2020) including the following: (1) Signal and internet proficiency. The first indicator discusses the internet signal which determines the distance learning process and internet proficiency related to the ability and understanding of students on the internet (2) Independent and Interaction Understanding. the criteria in this learning process are independent learning and students' understanding of material delivered by the teacher online. In this case understanding and independence, the goal is the ability to independently interact with the teacher whether the students are interested in the learning delivered so that they can interact well or not. (3) Independent and Understanding of Tasks. he task indicators of understanding, criteria include whether students can understand the material well, whether is it maximal in doing assignments, and whether students do assignments independently (4) Independent and Understanding of teaching materials. In this indicator the criteria of understanding and independence will be discussed Have students read the teaching materials given by the teacher but have not to understood the material and prefer and understand the learning videos made by teachers or from other sources (5) School Support and Facilities. This indicator will be discussed regarding providing online training to students and whether the school has an online learning system (6) Parental Support and Facilities. This indicator wants to see the facilities provided by parents in helping students in participating in online learning and providing reports to teachers about activities students do during online learning.

Alghifari (2020) stated in creating a Massive Open Online Course platform Based on the website, several steps must be taken, including the following: (1) Manage courses. The process of managing a course is a process in which the user (tutor), in terms of This is the teacher can create, edit and delete courses. In this process, the teacher can determine the title of the lesson, the theme/subtheme to be studied, class, and subject matter (2) Managing Course Materials. The process of managing course materials is a process in which the user can create, edit or delete material contained in the course, in the process To create course materials, users can upload material files with various content such as videos, slides, articles, or audio (3) Take Courses. The process of taking the course is the process where the user with the student role fills in attendance first so that The teacher can see students who have taken the course or students who have not taken the course then they can open the material and take the quiz without restrictions time and free of charge (4) Join the Discussion. The process of following the discussion is a process where students can read the material provided by the user on a website Then students answer some of the questions that have been provided on the website the material that has been given after that, students will get grades for the work he has done.

MOOC is the latest development of distance education (e-learning), MOOC is an online course created for unlimited participation and access open via the web, in addition to traditional course materials, such as filmed lectures and others, many MOOCs provide interactive courses with user forums to support community interactions among students, lecturers, and teaching assistants, as well as feedback direct for quick quizzes and assignments, MOOC is also a modern development that is the newest and most researched in distance education (Kaplan, 2016). Active learning contextual and contextual activities can be carried out optimally if it is supported by the presence of media, methods, and adequate tools, there have been many tools and materials that have developed in this digital technology era, Learning can be done virtually, namely, through virtual learning or virtual learning online learning, learning is

not limited by space and time, the interaction between teachers and students take place anywhere and anytime (Syarifuddin, 2020).

The quality of learning in the world of education needs special attention. In addition to achieving the Minimum Completeness Criteria (KKM) in good learning making students have multiple intelligence, the world of education is getting more and more challenges that must be solved by education actors, especially educators, educators or teachers need to carry out various learning innovations that are carried out in the classroom so that achievement of students getting better from the cognitive, affective and psychomotor aspects (Saliman et al., 2020). One type of activity to support teacher professionalism is education and training scientific work training called best practice (Bozkurt, et al., 2015). Best Practice is written work that tells the best experience in solving a problem faced by teachers, principals, supervisors schools, and education personnel so that they can improve the quality of services education and learning in schools (Apandi, 2018). Other sources state that Best Practice is the best success ystory from principal teachers, school supervisors, and education personnel in solving problems when carrying out tasks (Educause, 2013).

One of the educational problems or topics that have recently been of interest to discuss, namely about Best practices, which emerged as an alternative to overcome the problem of learning practices that have been seen as less effective, and practical (Mayer, 2009). This kind of conventional learning tends to emphasize how the teacher teaches (teacher-centered) rather than how students learn (student-centered), and We can understand the overall results, which did not contribute much to improving the quality of student learning processes and outcomes, to innovate learning from conventional learning to student-centered learning is not easy, especially among teachers belonging to the laggard group (rejection) change/innovation), in this case, Best Practice seems to be one of the alternatives to encourage changes in learning practices towards which is much more effective (Maqbul, 2020). Best Practice is not always synonymous with steps large and "revolutionary" carried out by educators and education personnel to solve the problem, but it can also be through a small step, implementing alternatives alternative problem solving that is simple, but effective and the impact is felt by the school (Kallehear, 2020). With Best Practice, the true teacher is a problem solver for the environment namely students, learning, and fellow teachers (Saliman et al., 2020).

The characteristics of a good Best Practice can be conveyed as follows: (1) Developing new and innovative ways of solving educational problems (2) Bringing significant changes or results (3) Able to solve problems effectively and sustainable (4) Able to be a model or inspiration for other teachers (5) Ways and methods that can be used carried out economically and efficiently. Next, there are some principles of writing Best Practices that must be understood include the following: (1) APIK principles (original, necessary, scientific, and consistent) (2) Creative principles. innovation, and novelty (3) Quality improvement principles sustainable (4) The principle of integrity, while the objectives of writing Best Practice are as follows : (1) Solving educational problems (2) Building sensitivity and thinking skills critical (3) Creating innovation and quality education standard services (4) Building capacity research in compiling problem-solving logically and systematically (Santoso et al.,2020).

RESEARCH METHODS

The study used a limited survey conducted for the elementary school level with a total of 32 respondents (1 learning class). This survey is directed to find out the impact of student learning in using the Massive Open Online Course (MOOC) in this case the use of the website, which has been developed to compare learning. Students freely express their thoughts in written form (not an option). In this case, the research instrument that will be used is in the form of a questionnaire that is used to find out the opinions of students about internet-based learning that they do during the COVID-19 pandemic. This study aims to determine the response of elementary school students to online learning that was carried out during the covid-19 pandemic.

Alghifari (2020: 15) states that in making a website-based Massive Open Online Course platform there are several steps that must be taken, including the following:

1. Manage courses

The process of managing the course is a process where the user (tutor), in this case, the teacher, can create, edit and delete courses. In this process, the teacher can determine the title of the lesson, the theme/subtheme to be studied, the class, and the subject matter.

2. Managing Course Materials

The process of managing course materials is a process where users can create, edit or delete materials in the course, in the process of creating course materials, users can upload material files with various content such as videos, slides, articles, or audio.

3. Take the Course

The process of taking a course is a process where a user with a student role fills in attendance first so that the teacher can see students who have taken the course or students who have not attended the course then they can open the material and take quizzes without time limits and free of charge.

4. Following the Discussion

The process of participating in the discussion is a process where students can read the material provided by the user on a website, then students answer some of the questions that have been provided on the website according to the material that has been given after that, students will get marks for the tasks they have done.

RESULTS AND DISCUSSION

Based on the results of research that has been carried out on a school-level students basis, then the research results obtained using the website. Questionnaire participant responses students who have been given to the experimental class to find out how the participants respond educate students on the use of massive open online courses by using the website. A questionnaire given is a questionnaire with a Likert scale containing five (5) classifications evaluations. The questionnaire consists of 25 statements related to students' impressions and perspectives on the use of websites that are used during the learning process amid the covid-19 pandemic. Student response questionnaires are student feedback on the media used which contains statements related to the results of the entire learning process (Ismawati, et al., 2013:1044). The results of this study are by what has been done by (Hirsh-Pasek, et al., 2015:3) that the use of website-based learning media gives a new passion, a sense of pleasure, and interest to students during the learning process so that it creates interest of students in the implementation of learning activities.

Statements in the questionnaire are prepared based on statements that are positive and negative. This statement is then analyzed based on the number of respondents who are very Agree, Agree, Doubtful, Disagree, and Strongly Disagree. After that, calculate the percentage of each statement. The Signal indicator talks about the strong slow internet connection used by students during online learning take place. The signal indicator gives a response that tends to be positive, where there are 44% of respondents stated that they did not experience any problems related to internet signals while following online-based learning. Meanwhile, from the internet proficient indicators, responses were also obtained positive. This shows that technical problems related to internet signals in learning in the network are still experienced by some students. However, the ability of the participants' students in operating the internet asis quite good because they provide a positive response, with only a few obstacles to accessing online learning. In detail, this data can be seen in Table 1.

Table 1. Recap of Student Responses on Signal Indicators and Internet Proficiency

Indicator	Statement	SS	S	R	TS	STS
Signal	I often have problems with the signal the internet I use	13%	34%	6%	44%	3%
	I'm interested in learning online because the signal internet in my home area is smooth	9%	41%	9%	38%	3%
Internet Proficient	I am proficient in using the internet	3%	25%	6%	66%	0%
	I understand about how to access online learning	3%	22%	3%	69%	3%

Based on the details in table 1 on the signal indicators and internet skills above, you can seen from the data processed on the signal indicator, there are 44% (14 respondents) not agree that they often experience problems regarding the internet signal used and 41% (13 people) respondents) are interested in online learning because the internet signal in their home area is smooth. Whereas on the internet proficient indicator, 66% (21 respondents) are not proficient in using the Internet internet and there are 69% (22 respondents) do not understand how to access online learning. It can be concluded that the signal indicator gets a response positive that many students are interested in online learning because of the signal at home smooth but on the internet proficient indicators get a negative response because most of the students are not proficient in accessing learning in the network.

Table 2. Recap of Student Responses on Independent Indicators and Interaction Understanding

Indicator	Statement	SS	S	R	TS	STS
Independent	Communication between teacher and students can walk with good	13%	44%	6%	34%	3%
	Direct discussion with the teacher at school makes me easy to see the teacher's response	3%	31%	6%	59%	0%
Understanding	I can understand the material through discussion	13%	56%	9%	19%	3%
	I'm more interested in studying in class because I can interact directly with the teacher	16%	19%	13%	53%	0%

Based on the details in table 2 on the independent indicators and understanding of the interactions above it can be seen from the data processed on the independent indicators and the understanding of the interaction is there 44% (14 respondents) agreed that communication between teachers and students can run well, 59% (19 respondents) stated that they did not agree that the discussion directly with the teacher at school can easily see the teacher's response, 56% (18 respondents) can understand the material through discussion and 53% (17 respondents) are not interested in learning in class even though they can interact directly with the teacher. Thus it can be concluded that independent indicators and understanding of interactions during online learning occurs good understanding of interactions between teachers and students can provide independence in learning.

Table 3. Recap of Student Responses on Independent Indicators and Task Understanding

Indicator	Statement	SS	S	R	TS	STS
Independent	Understanding The task given is very a lot, I have a hard time understanding Theory	6%	34%	6%	53%	0%
	I can understand the material so I made an assignment maximally	3%	31%	19%	44%	3%
	I do my assignments independent	6%	59%	19%	13%	3%
Understanding	I'm asking a friend for an answer I then I changed a little	6%	19%	16%	47%	13%
	I'm under pressure from work given too much for online lessons so I not working independent	3%	22%	6%	66%	3%

Based on the details in table 3 on independent indicators and understanding of the tasks above can be seen from the data processed on independent indicators and understanding of tasks there are 53% (17 respondents) stated that they did not agree that the tasks given were very many, so it is difficult to understand the material, 31% (10 respondents) can understand the material so that can make assignments to the maximum, 19% (6 respondents) ask friends for answers then changed slightly and 66% (21 respondents) did not feel pressured on the task at hand given so that they can do the task independently. It can be concluded that at independent indicators and understanding of tasks during online learning for most participants Students in this class can do assignments independently and can understand the material presented given by the teacher to the maximum so that the tasks given by the teacher can be done in a timely manner.

Based on the details in table 4 on independent indicators and understanding of teaching materials The above can be seen from the data processed on independent indicators and understanding of teaching materials there are 31% (10 respondents) agree that they often do not read teaching materials provided by the teacher, 56% (18 respondents) disagreed that the teaching materials provided by the teacher are not in accordance with the material being studied and boring, 22% (7 respondents) agree that they have read teaching materials but do not understand the material given, 19% (6 respondents) more understand teaching materials in the form of learning videos made by my own teacher and 16% (5 respondents) better understand teaching materials taken from other sources. Based on the description above, it can be concluded that the independent indicators and understanding of teaching materials During online learning,

most of the students in this class can do assignments independently and can understand teaching materials and learning videos provided by the teacher and the materials and teaching materials provided by the teacher are by the material being studied to make it easier for students to understand the subject matter.

Table 4. Recap of Student Responses on Independent Indicators and Understanding of Materials Teach

Indicator	Statement	SS	S	R	TS	STS
Independent	Understanding I often don't read teaching materials	16%	31%	13%	34%	6%
	The teaching materials provided are not according to the material I'm studying and boring	6%	22%	9%	56%	6%
Understanding	I've read the material taught but don't understand the given material	9%	22%	16%	53%	0%
	I understand the material better teach in the form of learning videos made by my teacher alone	3%	19%	13%	53%	13%
	I understand the material better teaching taken from the source other	3%	16%	16%	59%	6%

Table 5. Recap of Student Responses on Indicators of School Support and Facilities

Indicator	Statement	SS	S	R	TS	STS
Endorsement	Schools provide support full of learning online	22%	41%	9%	28%	0%
Facility	Schools provide facilities to students for learning online	3%	34%	16%	44%	3%
	The school already has a system online-based learning	6%	28%	6%	53%	6%

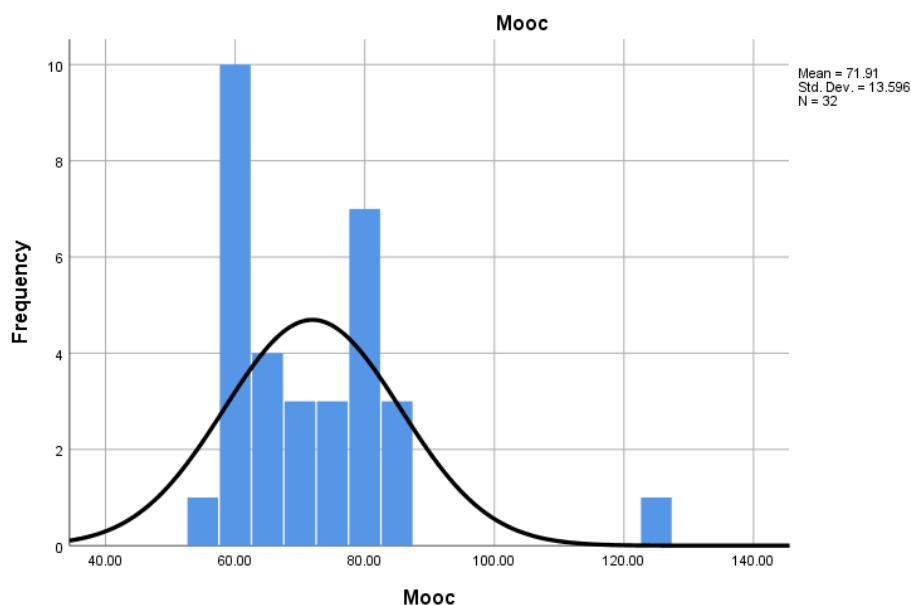
Table 6. Recap of Student Responses on Indicators of Parental Support and Facilities

Indicator	Statement	SS	S	R	TS	STS
Parent	Parents provide facilities students to take online lessons	9%	44%	3%	41%	3%
	Parents take part in help students follow online learning	13%	16%	13%	59%	0%
Endorsement	I'm often left behind in online learning because parents don't support online learning activities	6%	50%	13%	31%	0%
	Parents report to teachers about activities students during learning online	16%	41%	6%	38%	0%

Based on the details in table 5 on the indicators of school support and facilities can be seen the student's response also showed a negative status on each statement that given. As many as 41% (13 respondents) agreed that the school provided full support for online learning, 44% (14 respondents) disagree that schools provide facilities to

students for online learning and 53% (17 people respondents) do not agree that the school already has an online-based learning system. Thus it can be concluded that the indicators of school support and facilities many respondents do not agree that schools do not fully provide facilities to students for online learning and schools do not yet have a system of online-based learning to carry out learning amid the covid-19 pandemic.

Based on the details in table 6 on indicators of support and facilities parents can see the student's response also shows a positive status on each statement given. A total of 44% (14 respondents) agreed that parents provide facilities for students to take part in online learning, 16% (5 people respondents) agree that parents participate in helping students follow learning online, 50% (16 respondents) agree that online learning is often left behind because parents do not support online learning activities and 41% (13 respondents) agree that parents report to teachers about student activities during learning online. Thus it can be concluded that the indicators of support and facilities parents, not all parents of these students can help the learning process online so there are some students who are left behind in their lessons.



Picture. 1 Grafik Histogram Massive Open Online Course

CONCLUSION

Learners in the information age, dominated by Generation Z, have faster access to technology and content than previous generations x and y (Prensky, 2010). Bonk (2009) described how the internet, open learning, and online-based technology used based on the nature of democracy will change the learning culture into a community global and active participatory. The contribution of this research idea is in the field of ingfacilitating learning and performance improvement. The results of the study have described how the impact of MOOC as a best practice has the potential to affect attitudes, self-confidence, and learner independence. Research conducted in the classroom shows that students consciously construct a unique learner culture within MOOCs. By looking at MOOC As a dynamic global social learning culture, we offer a new lens for learning and learning designer to be used in developing, deliver, and facilitate MOOC learning. Further research is needed to (1) explore the democratic aspects of MOOC and (2) identify learning strategies to develop a learning culture

effectively across learning in various MOOC delivery platforms and Things in the form of research Subjects that influence the attitudes and behavior of learners.

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