

Analysis Of Massive Open Online Courses (Moocs) In Higher Education

Nina Ikhwati Wahidah, Nasir

Abstract: The development of technology today is very fast. So that various innovations appear one after another. Currently in the field of education has emerged Massive Open Online Courses (MOOCs) innovations. The purpose of the article is to analyze the urgency of MOOCs in tertiary institutions. The method in this article uses qualitative literature study. The results of the analysis of several articles about MOOCs in Higher Education are as follows: MOOCs were developed to overcome several educational challenges such as limited capacity of educational institutions, affordability of low educational institutions due to uneven distribution, many educational institutions that lack adequate sources and quality of education, quality educational institutions height is still concentrated in certain places; the low quality of education services that are equal in quality; and low guarantees to meet the needs and demands of quality education. MOOCs provides convenience in the flexibility of time and place of study, as well as quality learning material / content provided by various well-known universities that partner with large open online course service providers. The use of web-based media makes the content more varied, from (e-books), learning videos, and podcasts to the use of interactive multimedia

Index Terms: Analysis, MOOCs, Higher Education

1. INTRODUCTION

The current world of education is experiencing globalization. The current of globalization in the world of education is inseparable from the development of technological digital literacy. Today's technology cannot be stopped with this development in the world of technology that looks very fast. So that various innovations emerge one after another, a technology may directly replace the technology that just emerged before, or replace the technology that has long existed in society. Disruptive Technology is rapidly evolving as a technology that quickly replaces the technology used by previous communities. Various types of Disruptive Technology in various fields appear alternately, in the fields of security, education, electronics and computer components, and in various other fields. Indonesia, as one of the developing countries also feels the impact of this technological development, as well as the emergence of Disruptive Technology. Disruptive Technology is an innovation that creates a new market and then replaces the existing market. This is also a threat to companies that can be said to be successful and well managed. In its development, disruptive technology has developed in various fields of life. For example, in the field of communication mail as e-disruptive innovation has replaced mail delivery through the post office. Email successfully replaces postal mail because email can be sent to various parts of the world in a short time and does not consume paper. Another example is the telephone that replaces the telegraph. In the field of education, an innovation has now emerged that changes the way to get education. One does not have to go to class anymore, listen to teaching lecturers, but only with an internet connection, can get quality education offered by various leading universities. This innovation is called Massive Open Online Courses, which in principle is a service provided by universities for anyone who wants to get free and open lectures only through internet services.

Massive Open Online Courses (MOOCs) are online courses aimed at unlimited participation and open access through the web. This course has the same teaching material as the usual course, reading material, collection of problems, videos. In addition, MOOCs provides an interactive forum for users to build a community of students / professors, professors and teaching assistants. MOOCs consists of various lecture material. Next in this article will be discussed about the Implementation of MOOCs in Higher Education.

2 LITERATURE REVIEW

As one of the most prominent initiatives in educational technology today, the Massive Open Online Course (MOOCs) is often positioned as a pioneer of progress and innovation in higher education [1]. MOOCs, online or massive open courses, are relatively new in the online learning approach. Free online courses are available that make use of the digital environment to create socially built learning and exchanges. Learning allows for discovery, content curation, co-workers and reviews and, provides active, open forums where ideas, issues and subject to expertise can still be developed, debated, expanded, repurposed and applied [2]. MOOCs can be defined as online courses that aim to have a broad appeal for people who are interested in learning about a particular subject on a course guided by expert subjects as facilitators of learning [3]. Massive Open Online Courses (MOOCs) are an evolution of the educational phenomenon to reduce costs and improve access compared to traditional education [4]. The intense development of the MOOCs continues and indeed is, because MOOCs clearly enrich the possibility of higher education in the world. MOOCs is intrinsically less suitable for experimental science, compared to web design, history or business, because it is impossible to offer experiments / training laboratories through the Web. Nevertheless, there are MOOCs that are also available in the field of chemistry and, more specifically, in chemical analytics [5]. MOOCs has created great opportunities for educators and researchers interested in analytic learning. The large number of students participating in MOOCs means that educators E-have access to large data sets from students' online learning interactions. Through learning analysis techniques, large educational data sets can be used to develop greater understanding of students' online behavior, patterns of involvement, and their learning outcomes [6]. The goal of

- Nina Ikhwati Wahidah, is Doctoral Student Educational Technology Program, Universitas Negeri Jakarta and Assistant Professor at Social and Humanities Faculty, Universitas Nahdlatul Ulama Lampung, Indonesia. E-mail: ninaikhwatiwahidah19@gmail.com, ninaikhwati_tp16s3@unj.ac.id
- Nasir, is a Associate Professor in the Pascasarjana Universitas Islam Negeri Raden Intan Lampung. Lampung, Indonesia. E-mail: nasir_melinda@yahoo.com

Moocs is as an "innovation platform," for educational institutions from traditional education to online that can be accessed anytime and anywhere [7]. The characteristics of MOOCs are lifelong learning perspectives because they offer solutions that perhaps for educational needs that are fast and increasing throughout the world [8]. Courses from world-class universities can now be accessed online for free. Thousands of students can interact between them and with experts through forums MOOCs are a source of big data to explore the appearance of students [9]. MOOCs are increasingly attracting the attention of scholars, higher education institutions, the public and the media for the past few years [10] For MOOCs to have an impact on the education sector, support is needed n and student involvement [11].

3 METODE

In this article, the author uses a qualitative method of literature study. By analyzing from literature sources articles and journals about MOOCs. The analysis of this article uses source triangulation / research meta.

4 RESULT AND DISCUSION

MOOCs was developed to address several educational challenges such as limited capacity of educational institutions, affordability of low education institutions due to uneven distribution, many educational institutions that lack adequate resources and quality of education, high-quality educational institutions are still concentrated in place - certain places; still low quality education services that are equal and quality; and the low guarantee of meeting the needs and demands of the quality of education. MOOCs provides convenience in the flexibility of time and place of learning, as well as quality learning material / content provided by various well-known universities that partner with massive open online courses service providers. The use of web-based media also allows the use of more varied content, ranging from electronic books (e-books), learning videos, podcasts, to the use of interactive multimedia. Based on the analysis of several articles, the authors see that the massive open online courses e-learning system developed must have the main criteria, including: 1) Indonesian-language content that is easily understood by users from various cultural and gender backgrounds; 2) a responsive media interface and can be accessed from various devices; 3) use of short duration video content to facilitate the buffering process; 4) the use of interactive multimedia content; 5) the use of the principle of social learning through discussion forum features; 6) the use of gamification principles through the provision of badges for participants with certain achievements; 7) providing content without charging fees; 8) conduct partnerships with well-known universities to guarantee the quality of learning content / material.

5 CONCLUSION

The current of globalization in the world of education is inseparable from the development of technological digital literacy. Technological development seems very rapid. So that various innovations emerge one after another, a technology may directly replace the technology that just emerged before, or replace the technology that has long existed in society. Furthermore, in the field of education, there is now an innovation that has changed the way to get education. One does not have to go to class anymore, listen to teaching

lecturers, but only with an internet connection, can get quality education offered by various leading universities. This innovation is called Massive Open Online Courses, which in principle is a service provided by universities for anyone who wants to get free and open lectures only through internet services. Moocs was developed to overcome several educational challenges such as limited capacity of educational institutions, affordability of low education institutions due to uneven distribution, many educational institutions that lack adequate resources and quality of education, high-quality educational institutions are still concentrated in certain places; still low quality education services that are equal and quality; and the low guarantee of meeting the needs and demands of the quality of education. MOOCs provides convenience in the flexibility of time and place of learning, as well as quality learning material / content provided by various well-known universities that partner with massive open online courses service providers. The use of web-based media also allows the use of more varied content, ranging from electronic books (e-books), learning videos, podcasts, to the use of interactive multimedia.

REFERENCES

- [1] Jeremy Knox, (2016), Posthumanism and the MOOC: opening the subject of digital education, *Stud Philos Educ* 35: 305–320 DOI 10.1007 / s11217-016-9516-5s
- [2] Jennifer Tieman et al (2018). The contribution of a MOOC to community discussions around death and dying, Tieman et al. *BMC Palliative Care*, doi.org/10.1186/s12904-018- 0287-3.
- [3] Atenas, J. (2015). Model for demonstration of the contents hosted in MOOCs. *RUSC. Universities and Knowledge Society Journal*, 12(1). pp. 3-14. Doi <http://dx.doi.org/10.7238/rusc.v12i1.2031>
- [4] Kun Li & David Richard Moore, (2018), Motivating Students in Massive Open Online Courses (MOOCs) Using the Attention, Relevance, Confidence, Satisfaction (ARCS) Model, *Journal of Formative Design in Learning*, <https://doi.org/10.1007/s41686-018-0021-9>
- [5] Ivo Leito, Irja Helm & Lauri Jalukse, (2015), Using MOOCs for teaching analytical chemistry: experience at the University of Tartu, *Anal Bioanal Chem* 407: 1277–1281 DOI 10.1007 / s00216 -014-8399-y
- [6] Shu-Fen Tseng. (2016). Who will pass? Analyzing learner behaviors in DOO, *Research and Practice in Technology Enhanced Learning* DOI 10.1186 / s41039-016- 0033-5
- [7] Eamon Costello, Jane Holland and Colette Kirwan. (2018). The future of online testing and assessment: question quality in MOOCs, Costello et al. *International Journal of Educational Technology in Higher Education*, doi.org/10.1186/s41239-018-0124-z
- [8] Mie Buhl and Lars Birch Andreasen. (2018). Learning potentials and educational challenges for massive open online courses (MOOCs) in lifelong learning, *Int Rev Educ* 64: 151–160 <https://doi.org/10.1007/s11159-018-9716-zs>
- [9] R Ruiz De Castanedet.al (2015). MOOCs (massive online openings) as an innovativetool prevention and control: reflections from the first MOOC on Ebola, from the International Conference on Prevention and Infection Control (ICPIC 2015) Geneva, Switzerland
- [10] Thommy Eriksson, Tom Adawi and Christian Stohr. (2017). " Time is the bottleneck ": a qualitative study exploring why learners drop out of MOOCs, *J Comput High Educ*

29: 133–146 DOI 10.1007 / s12528-016-9127-8

- [11] Glyn Hughes and Chelsea Dobbins, (2015) The utilization of data analysis techniques in predicting student performance in massive open online courses (MOOCs), Hughes and Dobbins Research and Practice in Technology Enhanced Learning DOI 10.1186 / s41039-015-0007-z