Students' Perception on The Implementation of Massive Open Online Course (MOOC) in English for Academic Purpose

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Abstract
The goal of this study is to pinpoint and evaluate the crucial success factors for Sultan Ageng Tirtayasa University's Massive Open Online Courses (MOOC) on English for Academic Purpose. The data is based on the responses to the questions on the completed questionnaire after the learning session. There are five categories of questions in the questionnaire. The course structure, learning materials and design, online lectures and instructors, course infrastructure, and services support are among the crucial success criteria, according to the research. One hundred and thirty respondents were among the participants drawn from the MOOC learning session. The study reveals that participants believe that learning infrastructure is the most crucial determinant of success, followed by the lecturer/instructor factor in second. While the course material and learning design is perceived by the participants as the factor that has the least influence on the successful implementation of the MOOC.
Keywords: MOOC; English for Academic Purpose; learning design.

INTRODUCTION

Organizing courses in the open network with a lot of number of participants known as the Massive Open Online Course (MOOC) has got increased attention and interest from several communities and institutions, especially in online distance education. Even though at first MOOC was initiated and guided by several very specific assumptions, but MOOC has progressed and spread without having to follow the assumptions from the pedagogical side (Clara and Barbera, 2013).

The definition of MOOC refers to Connectivism and Connective Learning which was initiated by George Siemens and Stephen Downes in 2008 in Canada. Based on the Connectivism theory developed by George Siemens, the learning process in the field of education has changed after the popularization of technology learning inside and outside the classroom. The main characteristics of connectivism are allowing a large number of students to collaborate among themselves, create new content and start discussions and new debates, where students have the freedom to create a personal learning environment independently (Personal Learning Environment/PLE) as well as can develop knowledge through collaboration among course participants in the forum discussion and debate in a

virtual environment so that it promotes mutual knowledge relations. Participants do it using a lot various platforms such as forums, blogs and social media networks.

Organizing courses through MOOC means using diverse technological resources so that participants can learn and interact with each other to collaborate. This makes learning through MOOC provides knowledge of becoming accessible and available to all course participants through content sharing. Course materials in MOOC include syllabus, reading materials, assignments, quizzes, interactive learning activities, evaluation during learning takes place, and the final evaluation of learning outcomes. Course teaching materials include modules, teaching materials, short video lectures or webinars, and then collaborative learning between participants through discussion-on-discussion forums and chat rooms to improve concepts and practices (Billings,2014). MOOC creates a new approach to learning and teaching because the course is not carried out conventional face-to-face. MOOC provides the lecture /instructor to facilitate participant participation by engaging and interacting with participants (Woon, 2019).

Sultan Ageng Tirayasa University is one of the state universities in Serang, Banten-Indonesia that has at least seven faculties. Every faculty has made English for Academic Purposes (EAP) a compulsory course taken by the students. It challenges students' competency development to meet the Merdeka Belajar Kampus Merdeka (MBKM) Curriculum. The MOOC for EAP has been implemented in the even semester of 2022/2023 and was organized by the English Education Department of the Faculty of Education of Sultan Ageng Tirtayasa University. This study is intended to figure out how participants perceive the implementation of the MOOC for EAP and what most success factor's role in supporting the successful implementation of the MOOC.

METHOD

The MOOC for EAP has been implemented in the even semester of 2022/2023 and was organized by the English Education Department of the Faculty of Education of Sultan Ageng Tirtayasa University. The MOOC format is designed for thirty-two hours of courses within a period of sixteen meetings. The participants are one hundred and thirty students from seven faculties who took English for Academic Purposes subject. Act as the lecturers/instructors are the researchers who manage to facilitate course participants during the course including giving activities explanations to participants of related material, answering questions from participants and giving an evaluation of completed assignments.

Learning design of the MOOC for EAP adapted to meet Merdeka Belajar Kampus Merdeka (MBKM) Curriculum. Printed modules in .pdf format, video materials according to teaching materials, quizzes related to the material, pre and post-test are provided on the MOOC. Participants declared to pass the course with minimum post test score criteria of 70. The participant in the study includes 130 students who joined EAP course.

Figure 1. The Home Page of MOOC for EAP
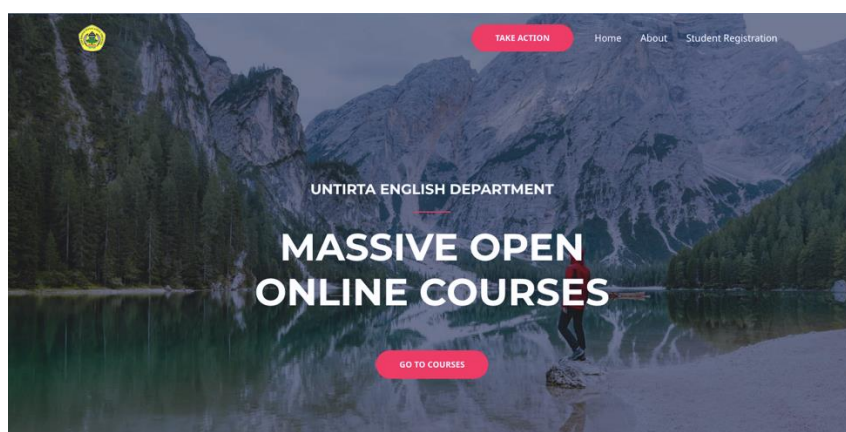
The problem in this study includes (1) How do participants perceive the MOOC for EAP? (2) What are the most determinant success factors of the MOOC? To answer these questions, thirty-one questions were developed and were categorized into five questions using the upper 5-point Likert scale the responses given include less (score 1), moderate (score 2), good (score 3), very good (score 4) and satisfactory (score 5). These questions related to the student's perception on the questionnaire filled in at the end of the learning session to know how their perception toward MOOC of EAP.

This study belongs to a quantitative study. The primary data in this study is obtained using a questionnaire put in the Moodle system e-learning management as internal supporting infrastructure holding MOOCs. In this study there are five determinants' factors of success (Critical Success Factor/CSF) analysed refers to Govindasamy (2002) and Selim (2005) including participant factors in the implementation of learning (CP), course material and learning design factor (CDM), online instructor factor (OI), MOOC infrastructure factor (MI), and service support factors (SS).

RESULT AND DISCUSSION

Respondents' perceptions of the factors of MOOC for EAP success are demonstrated in Table 1. In general, all success factors is still at a good level with the average rating score of the respondents at 3.40 or it can be interpreted that the implementation of MOOC for EAP is 68.00% of the maximum score of 5 (satisfying).

Table 1. Description of Respondents' Perception Statistics
MOOC Success Factors on EAP course

Success Factors	Mean	Standard Deviation
CP	3.23	0.84
CDM	3.39	0.84
OI	3.56	0.82
MI	3.59	0.86
SS	3.23	0.84

Information in the table above provides empirical evidence of the implementation of MOOC for EAP where factor MOOC Implementation Infrastructure (MI) (average/mean=3.59) is the most important factor in driving the program's success through the MOOC format. Some of the strengths in the infrastructure factor MOOC implementation include the system always being online when accessed, the data security of participants being well maintained, learning outcomes being accurately recorded, and responsive which is fast from the e-learning server with an average of fewer than 10 seconds and schedule system maintenance is informed well so as not to disrupt the participant learning schedule.

After the infrastructure factor in the implementation of MOOC, the online instructors' factor (mean/mean=3.56) is the second factor according to respondents perceived as an important success factor. Some strength of online instructor factor includes discipline online presence schedule, content mastery, communication and answering skills questions, the ability to lead discussions well, giving motivation and attention to the participants, as well as speed and accuracy in response to participants' questions.

For the factor of organizing MOOC respondents perceive that MOOC for EAP already developed well (mean=3.59). This shows that respondents feel in the implementation MOOC learning respondents did not experience difficulty. It is also supported by the condition in which the respondent has felt the experience of participating in e-learning in the English for Academic Purpose Course is good.

Furthermore, MOOC participants perceive supporting service factors in MOOC in general is good (mean=3.23). Several factors that are related to supporting services in the MOOC includes a call centre that can always be contacted during working hours and working days, fast response, ticket for technical support quickly returned in less than 1 hour during business hours, and live chat responses in less than 5 minutes for working hours.

Other evidence suggests that factor course materials and learning design are the weakest success factor compared to success factors the other though the respondent perceive course material and design learning is good (mean = 3.39). Some things related to the course material factors and learning design includes the quality of the audio-visual module being good, module learning being easy to understand,

sentences being good one, and references and supporting material for the learning module being complete. Furthermore, respondents also assess the tasks/exercises given are relevant to daily work and learning goals and the results are mentioned clearly.

Thus, this study proves that courses through MOOC on EAP generally run effectively. Where the MOOC is easy for respondents. Some benefits of what the participants felt included comfort, correlation with the curriculum and a combination of theoretical and practical materials. The information in Figure 1. shows that in the top five critical success factors investigated, respondents perceive that the process of learning through MOOC is already running well. Implementation and organisation of the designed MOOC within a comfortable atmosphere, participants can set the time efficiently, and theoretical material and useful practice are provided well.

CONCLUSION

This study has explored the ways in which participants perceive MOOCs for EAP and most determinant success factor of the MOOC. This study concludes that five top critical success factors in organizing the MOOC which consist of organization of the course, course materials and learning design, lecturer/online instructor, learning infrastructure, and support services learning have an important role in the success of the learning process on English for Academic Purpose. Therefore, the five determining factors of success must be designed carefully and sufficiently so that the course meets the learning objectives.

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