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An Exploration In to Indonesian Efl Teachers Participation in Massive Open Online Course (MOOC)

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ABSTRACT

The presence of MOOC as an innovation that presents a new learning experience is problematic in Indonesian higher education. This study aims to answer the following research questions about the Indonesian EFL teachers' resources and tools to support their learning, EFL teachers learning activities, and level of participation and network engagement of EFL teachers. The participation of this study is the Indonesian EFL teacher who learns in MOOC. This study uses quantitative method in the form of a closed-ended survey consisting of two parts. The first part is about demographic information of the participants and the second part consists of three sub-sections about the statements on the topic to be explored. The study findings indicate that the research questions significantly influence the teachers in the learning process in MOOCs.

Keywords: Massive Open Online Course (MOOC), learning tools, participation experiences, Indonesian EFL teachers

INTRODUCTION

The literature indicates that there are several studies investigate the benefits provided by MOOC since MOOC has become a widely debated as learning media. Testing of MOOC which provides benefits for participating teachers as students there is as a media to develop teaching skills, get a lot of motivation, and be more focused on teaching in class face to face. For example, a study by Triyoko and Hasbi (2018) shows that the extent to which teachers who take online courses such as MOOC have an impact on the academic community. Their research on what online learning was interesting for these teachers and the challenges faced in their participation while studying at MOOC. Their findings revealed that MOOC was helped teachers in the development of the latest skills and competencies needed in teaching English, and encouraged teachers to build attractive learning opportunities in the classroom that facilitated learning autonomy for students. The success of learning through this MOOC provides the development of their professional teaching and inspires teachers in presenting effective English language teaching and learning.

Also, Viswanathan (2012) examined the teacher's views on the benefits provided by MOOC. The findings were that teachers participating in MOOC revealed that they could attend webinars, get many different related topics from online courses, and could share their views with other participants in there to get a lot of motivation in playing the role of teacher. The benefits provided greatly affect teaching and learning and the scope of the teacher in playing a role in the academic field and get some interactive activities.

Furthermore, Ghazali and Nordin (2016) examined the perception of teaching and learning in MOOCs from the perspective of selected Malaysian public university lecturers. The finding is the teacher spends only a small amount of time to review the basic knowledge and spends more time discussing the teaching content with students face-to-face. It means that the method is given by MOOC easier for teachers to minimize time and be more focused on teaching in class face-to-face.

There are several pieces of literature have discussed the current study of teachers' participation in MOOC (e.g Karlsson et al., 2014; Martín-Monje, Castrillo and Mañana-Rodríguez, 2018; Mellati and Khademi, 2018). Firstly, Karlsson et al. (2014) in his study that examined 66 Swedish teachers participating in MOOC explained that digital tools in their use were based on connectivist notions of knowledge, the teachers' autonomy principle, interactivity, openness, and diversity. Their findings

explain that connection and collaboration among their fellow participants to share and find information to others are an important factor for a successful MOOC.

The same research was also discussed by Koukis and Jimoyiannis (2019) investigated teachers' point of views and perceptions about MOOC design features, their accomplishments and the general results for their professional work and development. This research designed to help Greek-language teachers in secondary-education schools in execute activity of collaborative writing with Google Docs (GDs) in the classrooms. The findings show that the majority of participants conceptualized this MOOC as a proficient domain to increase their classroom practices and pedagogical knowledge and to promote continuous professional development.

Moreover, in the examination of Koutsodimou and Jimoyiannis (2015) research explored the learning experiences and activities of participants, especially in the MOOC connectivist. In cMOOC, participants can arrange or decide for themselves the tools or sources of knowledge in their learning that they think are more appropriate for their use, which connections can be relied on, and which materials they should master. The finding indicates that cMOOC allows participants to participate in creating and sharing content or artefacts of their users through various technological tools or social media that shows learning continues to keep abreast of knowledge. Their research means that MOOCs use distributed and network technology in every possible way to improve learning activities.

The examination of the previous studies as discussed earlier have presented one critical issue concerning to the participants. For instance, the investigation of Koukis and Jimoyiannis (2019) showed the participants were shown limited by the specific sample and the context of implementation to only Greek-language teachers who have agreed to participate and the study only involved in secondary schools from various geographical regions of the country. The limitations about participants used of this study mean that the type of teachers is very influential on the results. As more and more schools, universities, and faculty members adopt MOOCs, there will be sufficient opportunity to unfold the promise of this new technology mode for education.

Therefore, the researcher wants to explore further the use of MOOC in EFL teachers in Indonesia and to limit research. Researchers chose EFL teachers in Indonesia as the participants because this study was still rare in the context of the use of MOOC. The use of MOOC is more explained according to students' views and with heterogeneous major backgrounds.

In this present investigation aims to address an exploration into Indonesian EFL teacher in MOOC. In particular, this study seeks to answer the following research questions about the Indonesian EFL teachers' resources and tools to support their learning, EFL teachers learning activities, and level of participation and network engagement of EFL teachers. This article also identifies important issues that have yet to be fully addressed which can suggest directions for further work.

Literature Review

Massive Open Online Course (MOOC)

In recent years, MOOC (Massive Open Online Course) as an innovation regarding the development of distance learning media is being widely discussed. Evans and Myrick (2015) examined MOOC is an open course that can reach a large number of students around the world and only needs a computer and internet to access it. Many of the educational institutions from all over the world, especially in higher education, are interested in MOOCs. Evans and Myrick believe that by involving MOOC in the higher education system that is to be globally accessible to students with various cultural backgrounds and levels of education, students and teachers can participate in online course experiences. According to Hamdan et al., (2015) examined that the learning environment became integrated with Web 2.0 technology and used social media networks. They certainly give a new atmosphere in the teaching and learning process through MOOC.

Related to the participation of teachers as students in MOOC, Zhang (2016) revealed that teachers are very influential in encouraging their students to learn online at MOOC (Massive Open Online Course). In his research, Zhang believed that student participation in MOOC based on regulation-focus had a difference in how much motivation they studied at MOOC. A clear match between the ways teachers deliver material to students can increase student motivation to study at MOOC where the course is a fun learning place for students. In addition, the content given by the teacher affects the student and the

teacher itself. If the content of the material provided by the teacher is interesting and seems interactive, then the motivation of students to learn in MOOC will increase. Otherwise, if the material or learning content given by the teacher seems boring and not interactive then the motivation of students in learning will decrease (Chamberlin and Parish, 2011).

MOOC in Indonesia

As a result of the rise of MOOC that continues to develop with various advantages and positive perspectives from various aspect (students, teacher, and higher education) as online learning, Southeast Asia is one of the regions that feel this and applies MOOC. Abas (2015) explained that the MOOCs had started to be introduced by Indonesia, Malaysia, Singapore, Thailand and the Philippines. The largest population in using the internet network in Indonesia. In 2016, there were 132 million Internet users out of 263 million in Indonesia. However, it is only 30% of Indonesian school graduates were able to enroll in higher education (Abas, 2015). In theory, Indonesia is ideally occupying to take benefits on distance and online learning chance such as found in MOOCs and MOOC-like descendants (Firmansyah and Timmis, 2016).

The use of the internet has become a necessity because of its wide and fast access so that it can be utilized as use in learning opportunities to be accessed anywhere. MOOC is a development in online learning that represents trends that include scalability and openness and have the ability to expand learning networks (McAuley et al., 2010; Saltzman, 2014). This online-based learning utilizes technology resources into innovative MOOC practices for its users to use learning resource media or tools such as blogs, Twitter, Facebook and others to develop learning networks and share or create learning content. In this way, MOOC provides benefits by removing barriers to the geographical and economic location of education so that students can access them in various opportunities and provide new ideas for face-to-face learning (Clobridge, 2012).

Moreover, the capability of MOOCs which assist individuals with bearing training at whenever from anyplace by paying the lower educational cost or no education cost at all is a central point in the improvement and development of MOOC courses in Indonesia. Historically, Ciputra University is the first MOOC in Indonesia which was offered in 2013 (Hewindati and Belawati, 2017; Belawati (in pres), 2019), trailed by MOOC Universitas Terbuka, and MOOCs from five higher instructive establishments composed by the Ministry of Education and Culture (Abas, 2015; Pannen, 2015). Different associations and organizations offering MOOCs in Indonesia incorporate the Open University, Gadjah Mada University, University of Indonesia, Indonesia, the Center for Indonesian Policy Studies, and @america. In an investigation of Indonesian MOOCs, Firmansyah and Timmis (Firmansyah and Timmis, 2016) expressed that although several explorations had shown that MOOCs can fill in as an enhancement to current higher instructive practices, apparently the improvement of MOOCs in Indonesia is still profoundly constrained. As suggested before, given that the quantity of Indonesian MOOCs stays low.

In addition, Indonesian is still facing a problem to adopt MOOCs, which is facing difficulty in language (English) proficiency. The greater part of Indonesians is inexperienced with English, as we probably aware the vast majority of MOOCs substance are conveyed in English (Beny, Wijaya and Assegaff, 2014). Based on these observations, this study would explore about Indonesian EFL teachers' resources and tools to support their learning, EFL teachers learning activities in MOOC, and level of participation and network engagement of EFL teachers. It is assumed that addressing these concerns may help policymakers explore strategies for improvement in the implementation of MOOC in Indonesian higher education, institute, or university teachers as Indonesian EFL teacher participation in MOOC as the targets to be a major key player in online learning.

Research Questions

In this study, the authors examined participants' experiences and perceptions of learning in MOOCs in terms of managing: (1) resources and tools to support their learning; (2) learning activities through networking; and (3) participation and learning in MOOCs. The research questions that guided this study are as follows:

1. How do Indonesian EFL teachers in MOOCs use tools and resources for their learning?
2. What are Indonesian EFL teachers networking practices in MOOCs?
3. What is the nature of Indonesian EFL teachers' participation and learning in MOOCs, and how MOOC learners perceive it?

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RESEARCH METHOD

Participants

Participants in this study were Indonesian EFL teachers who were or have participated in MOOC. They were a teacher with a minimum of teaching at the secondary school level. We spread the research questionnaires in April 2020 to several social media platforms, such as Facebook, Twitter, Google, Blogs, and social bookmarking tools. In addition, the authors also distributed the research questionnaire to online forums or groups of EFL teachers. This way can reach a wider range of participants who are targeted for research.

Data Collection

This research used quantitative data collection methods in the form of a closed-ended survey. This questionnaire was a web-based that adapted from previous research conducted by Saadatmand and Kumpulainen (2015). It was designed through an online survey tool called Google Form, and respondent completed it online. One of the items on the original questionnaire was not used by the authors. The authors did not list Delicious, as a tool and resources for learning in MOOC, into a research questionnaire. Delicious purchased by the competitor Pinboard and will be closed in read-only mode on June 15 (Huges, 2017, https://thenextweb.com/apps/2017/06/01/its-the-end-of-an-era-as-pinboard-buys-and-shutters-del-icio-us/). The authors also checked directly on the Delicious page (www.del.icio.us.com), and as Figure 1 showed that the linked web was temporarily stopped operating.

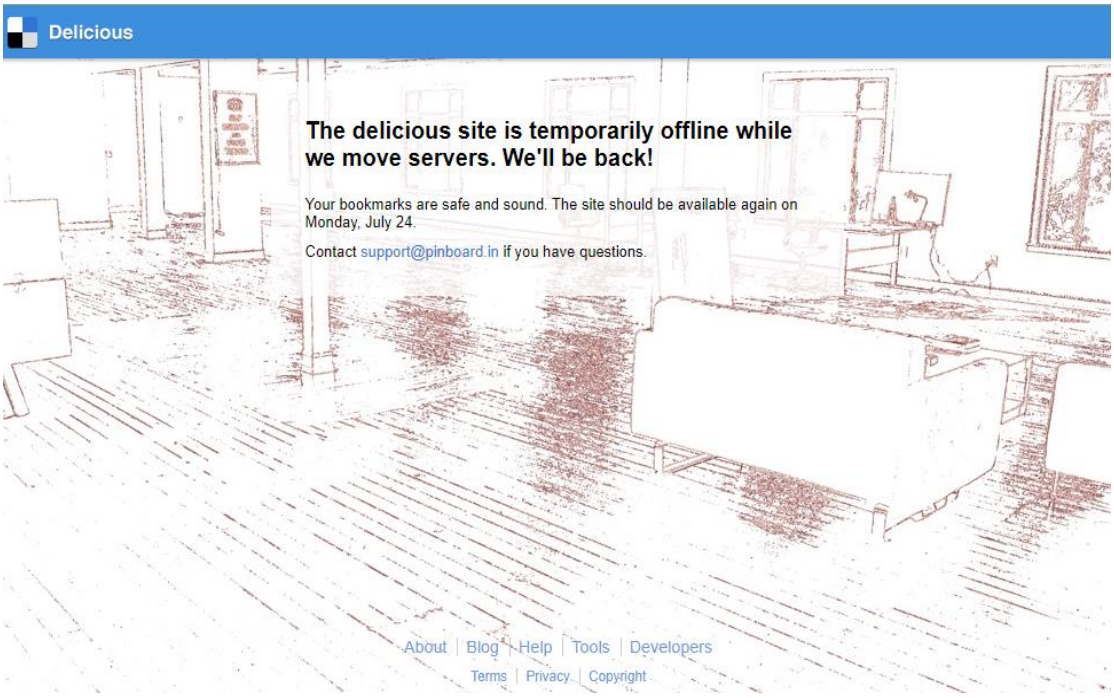

Figure 1: *Delicious website*

The questionnaire consisted of two parts. The first part was about demographic information of the participants include their ages, gender, education backgrounds, ICT experiences, teaching experiences, teaching levels, and learning experiences in MOOC. In addition, the questionnaire contained filter questions in it to find out whether the EFL teacher was or had studied in MOOC or not. The second part consists of three sub-sections about the statements on the topic to be explored. The total of the items used were 33 items (the original questionnaire was 34 items).

The first survey consisted of eleven items related to the use of tools and resources by EFL teachers' participation in MOOC. The questionnaires used 5-point Likert type scale. The scale was frequently used, moderately used, occasionally used, rarely used, and hardly ever used. Second, the survey was about learning activities and networking in MOOC. It consisted of seven items that used a 5-point Likert type scale. The scale was frequently, moderately, occasionally, rarely, and hardly ever. The last survey

was about participant experiences and perceptions of learning in MOOCs. This survey consisted of fifteen items using 5-point Likert type scale. The scale was from strongly agree to strongly disagree.

Data Analysis

After distributing the research questionnaire, we collected 158 Indonesian EFL teachers who responded to the research questionnaire. All of them answered the items in the questionnaire. From these responses, through filtering questions, there were 77 responses that they were or had joined learning in MOOC. Then analyzed again until it becomes 65 valid responses. The closed-ended survey data were analyzed using descriptive analysis. Descriptive statistics will be used to present the results from the closed-ended questions in the questionnaire. The data set was processed using the Microsoft Excel software and the statistical tests were developed using IBM's SPSS statistical package (V.23).

RESULTS

This study used a quantitative approach in examining respondent participation in the use of tools, perspectives and interactions, and their experiences and perceptions learning in MOOCs. This closed-ended survey data was analyzed using descriptive statistical analysis. The results are based on 65 valid respondents who answered all items in the questionnaire. The following is a table of demographic contents.

Table 1. Participants' genders

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	38	58.5	58.5	58.5
	Male	27	41.5	41.5	100.0
	Total	65	100.0	100.0	

Table 2. Participants' ages

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	< 25 years	23	35.4	35.4	35.4
	25-37 years	25	38.5	38.5	73.8
	38-46 years	14	21.5	21.5	95.4
	47-58 years	3	4.6	4.6	100.0
	Total	65	100.0	100.0	

Table 3. Participants' level of education

Level of Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	5	7.7	7.7	7.7
	Undergraduate	47	72.3	72.3	80.0
	Graduate	12	18.5	18.5	98.5
	Postgraduate	1	1.5	1.5	100.0
	Total	65	100.0	100.0	

Table 4. Participants' teaching levels

Teaching Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High School	50	76.9	76.9	76.9
	University	14	21.5	21.5	98.5
	Institute	1	1.5	1.5	100.0
	Total	65	100.0	100.0	

Table 5. Participants' teaching experiences

Teaching Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	< 3 years	9	13.8	13.8	13.8
	3-7 years	21	32.3	32.3	46.2
	8-13 years	24	36.9	36.9	83.1
	> 13 years	11	16.9	16.9	100.0
	Total	65	100.0	100.0	

Table 6. Participants' ICT experiences

ICT Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	< 3 years	9	13.8	13.8	13.8
	3-7 years	21	32.3	32.3	46.2
	8-13 years	24	36.9	36.9	83.1
	> 13 years	11	16.9	16.9	100.0
	Total	65	100.0	100.0	

Table 7. Participants' MOOC experiences

MOOC Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	< 3 years	40	61.5	61.5	61.5
	3-7 years	23	35.4	35.4	96.9
	8-13 years	1	1.5	1.5	98.5
	> 13 years	1	1.5	1.5	100.0
	Total	65	100.0	100.0	

The first was about the results of demographic analysis. Respondents were mostly female and the average age span of participants was 38-46 years (58.5%). But the average age range of participants who were less than 25 years old was also almost approaching. There were ranging from 35.4 percent. Then, the highest education level of 72.3 percent was graduate, teaching level in high school 76.9%, and teaching experience with an age range of 8-13 years (36.9%). In addition, most of them have 8-13 years of ICT experience (36.9%) and experience in studying at MOOC is mostly less than three years (61.5%) and 35% have learning experience at MOOC 3-7 years.

After demographic analysis was reported, then the three sub-sections about the use of tools and resources, activities and interactions, and participant experiences and perceptions. For the use of learning tools and resources in MOOC, the rank can be illustrated in Figure 2.

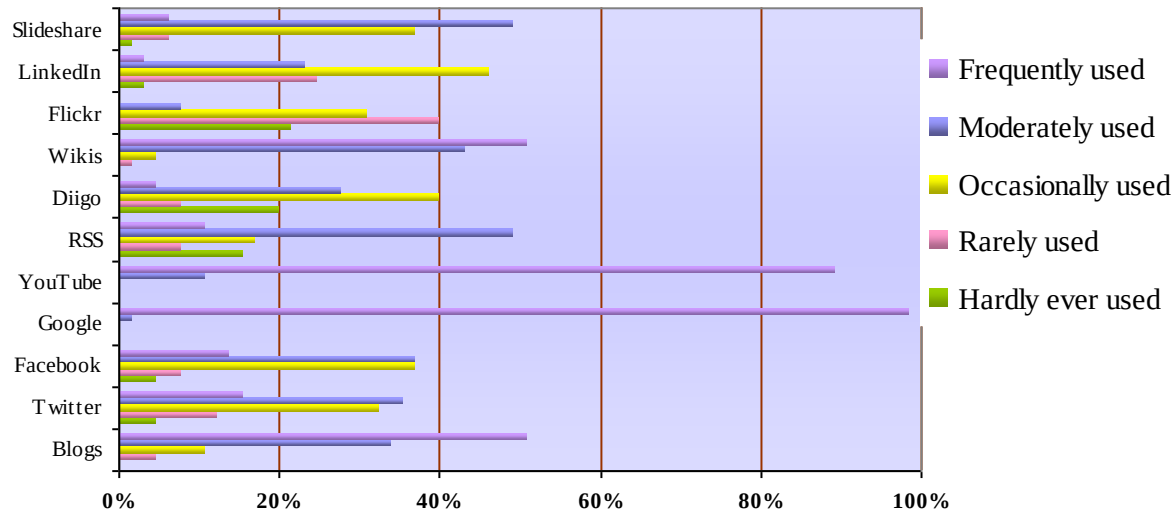

Figure 2. The use of tools and resources by MOOC participants

From Figure 2, it can be seen that the majority (98.5%) of participants reported that they often use Google as a tool to find learning material and also connect them to the course web. Followed by the use of YouTube, Blog, and Wikis which are also often used by the participants. In addition, there is a Rich Site Summary (RSS) that is moderately used (43.1%) by participants to get up to date information from frequently visited blogs without having to open it manually. Participants with as much as 46.2 percent sometimes choose LinkedIn as a learning resource and tool as well as skill development. Compared to LinkedIn and the tools mentioned earlier, Flickr and Diigo as a professional networking site seem to be less used by the participants.

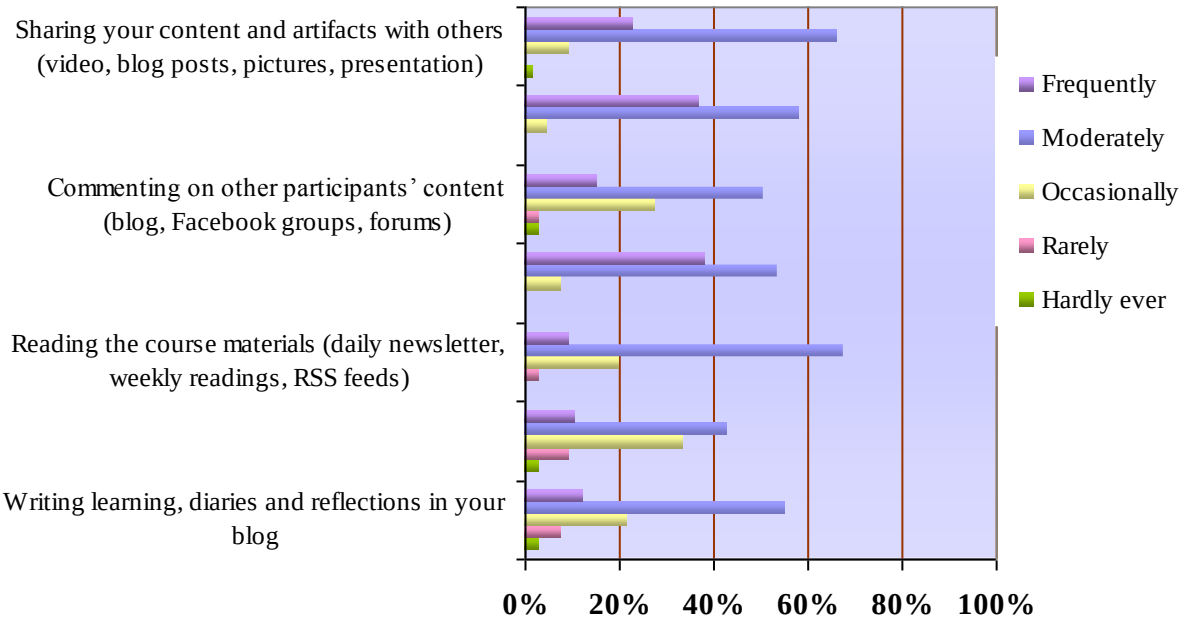

Figure 3. Participants' activities and interactions in MOOCs

Figure 3 demonstrates experiences and interactions of participants during the course. In Figure 3, most of the participants reported that they moderately carried out the learning activities and interactions mentioned. Reading the course material and sharing content and artifacts were the highest (67.7%) in that case. Reading the content of participants (53.8%) and commenting (50.8%) are reported frequently done by participants, such as through blogs, Facebook groups, Twitter, and in discussion forums. Although commenting on Twitter was moderately done by the participants, as many as 33.8 percent of other participants rarely did it at all.

The two pictures of Figure 3 and Figure 4 show that in achieving the course objectives, participation in MOOC learning activities through social networking technology is needed. The importance of understanding about the use of technology and active participation creates a variety of knowledge in learning. This can have a positive impact on the experience of using MOOCs

Table 8 shows participants' perspectives on learning in MOOCs

No.	Items	SD	D	N	A	SA
1	Participating in MOOCs encourages creation and involvement in online learning networks.	0.0	0.0	4.6	64.6	30.8
2	Participating in MOOCs has helped develop my Personal Learning Environment (PLE).	0.0	0.0	13.8	75.4	10.8
3	Participating in MOOCs has encouraged me to use a range of Web 2.0 tools and has developed my technological competency.	0.0	0.0	1.5	33.8	64.5
4	Learning in MOOCs is frustrating and confusing.	29.2	35.4	27.7	6.2	1.5
5	Learning in MOOCs enhances learner autonomy.	0.0	0.0	20.0	72.3	7.7
6	Learning in MOOCs improves self-directed learning.	0.0	1.5	1.5	70.8	26.2
7	It was easy to organize my learning activities during the course	0.0	0.0	16.9	60.0	23.1

8	I liked the weekly synchronous sessions.	0.0	1.5	24.6	61.5	12.3
9	Lacking the proficiency to use different tools and social media was a barrier.	4.6	20.0	43.1	24.6	7.7
10	I was comfortable sharing my thoughts and artifacts through various social media.	0.0	1.5	10.8	67.7	20.0
11	Participating in MOOCs promotes more social interactions.	0.0	4.6	18.5	53.8	23.1
12	The course structure and learning activities were flexible and supported my learning.	0.0	0.0	4.6	72.3	23.1
13	I received good feedback, support, and comments from the participants of the course.	0.0	0.0	3.1	73.8	23.1
14	I received adequate support and encouragements from the course instructor.	0.0	1.5	6.2	78.5	13.8
15	Learning in MOOCs is engaging and motivating.	0.0	0.0	0.0	43.1	56.9

Table 1 shows that many respondents had positive attitudes and perceptions toward learning in MOOCs. Participants chose disagree to strongly disagree with the statement that studying in MOOC was frustrating and confusing. It was also seen from the responses of the participants who half chose to agree and the other half strongly agreed that studying in MOOC was interesting and motivating. In addition, participants reported choosing to agree to strongly agree that studying in MOOC can enhance and develop their learning competencies, such as creativity, independence, learning environment and their level of autonomy as students.

Responses to other questionnaire items stated that learning in MOOC encouraged and required participants to use various Web 2.0 tools. Network technology was also required in order to build social interaction and expand relationships on various social media. Moreover, network technology is also used as a tool to share content with other participants and create learning networks. In response to another statement, most participants also reported that they chose to agree to strongly agree that studying in MOOC received good support, feedback, and comments from the instructor and other course students.

DISCUSSION

Several key findings revealed in this study of Indonesian EFL teachers in MOOC are important to highlight and discuss.

The flexible nature of MOOC gives students the ability to determine how they shape their learning. However, the information obtained by them becomes uncontrollable. Participation in online courses is also time-consuming due to its tendency towards community form (Saadatmand and Kumpulainen, 2014). It seems that there are some of them who choose to study in MOOC confusing and frustrating. Therefore, MOOC instructors also play an important role in the course of learning activities. According to Lerís et al., (2017), instructors in MOOCs are not experts in the use of technology in designing their course, but they are experts in the creation of learning contents.

The second finding of this study is seen some of the participants chose to agree that the lack of ability to use various tools and social media is a barrier. Mcauley et al., (2010) argues that the use of technology and the amount of consumption of internet data usage raises obstacles, especially in developing countries. He also stated that, to access streaming videos, downloading data, searching for information or resources over a long period of time requires decent internet quality and technological tools used in good condition. Indonesia is a developing country. It spread the understanding of technology and internet access is not yet comprehensive. While in MOOC, participants are encouraged and required to be able to use Web 2.0 technology. Those who have not been able to master the technology, it can affect their learning performance into a challenge (Drake et al., 2015).

The third finding in this study is that Indonesian EFL teachers can build relationships or create and engage in networks. In network learning, connection development is an important thing. When participants learn in MOOCs, that is their chance to use social media tools and develop the necessary connections for networking and learning (Saadatmand and Kumpulainen, 2014). This is demonstrated by their intensity in communication and networking through various social media, such as Facebook, Twitter, Skype, and Google, which reached 55.8% (see Figure 3). It is also apparent that half of them

choose to agree and the other half choose to strongly agree about the statement of learning in MOOCs can increase social interaction.

CONCLUSION, LIMITATIONS, AND AVENUES FOR FUTURE RESEARCH

The current study found that the overall learning experience at MOOC gave positive responses and results. However, the involvement of the use of online networks indirectly forces to be able to master web 2.0, where it becomes a difficulty for some participants who study in MOOCs who have not mastered it. In addition, MOOCs make participants to play an active role in various activities, collaborate and build networks to achieve goals (Saadatmand and Kumpulainen, 2014)

Indonesian EFL teachers gain the experience of participating in using technology in finding learning resources, interacting through social networks, and training them to be independent in designing their own learning. In addition, in MOOCs they are also trained to develop a Personal Learning Environment (PLE).

Although this research resulted in a small number of responses, research using questionnaires and participant interactions conducted online provided systematic reports. This study can be used as a consideration and reference for similar research, but with various other development concepts in the future.

Based on the findings from the above research results, there needs to be some further research. This study shows several limitations. First, this research focuses only on one participant category, namely EFL teachers in Indonesia. Further research might be able to explore more different MOOC contexts. It could be by extending the investigation to a bigger setting, for example, to additional countries in Southeast Asia or maybe to the world community.

Second, the limited method in this study can be further validated by qualitative analysis or other effective methods. By using other diverse methods, it is possible to improve the quality of research because it can include the opinions or reasons of participants for the research being observed, especially regarding participation in online courses.

Third, this is not a study with a relatively long period of time, but only research at that time. The survey results from these participants if observed over a long period of time can be very different. That is because the length of learning activities in MOOCs can affect the level of social interaction and experience and also pedagogical and technology (Zhu, Bonk and Sari, 2018).

Regarding the limitations that exist in this study, the results of this study cannot be used in contexts for the whole world. The results of this study may be useful for research in MOOC with similar strategies and characteristics. However, the findings described can be useful in explaining the design of MOOC courses in Indonesia with different research subjects, for example research on the perception of teachers of Science, Mathematics, entrepreneurship in Indonesia, and others.

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