THE INFLUENCE OF STUDENTS' PERCEPTIONS OF SUPPORTING, LEARNING SATISFACTION, AND ONLINE LEARNING RESULTS

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ABSTRACT

The Implication in using MOOC (Indonesian: SPADA) is important. MOOC has created context and content where more and more higher education institutions re-evaluate the provision of online learning for students. This paper aims to reveal student support, especially in terms of teaching, with the main focus on online lectures given to students in online marketing courses. Three categories of support were identified for this study: instructional, peer, and technical supports that were associated with course satisfaction and learning outcomes. By using a quantitative approach method, through the use of a Path analysis measuring instrument, the results show a positive effect on all variables. This fact poses a challenge in developing a new pedagogical implementation process for the marketing learning process in particular. The implementation of the best online learning MOOC model seeks to be presented through various processes that are open, interactive, communicative, and effective. The choice of models and forms of learning, the role of the teacher, the condition of the diversity of student competencies is a challenge. There is an opportunity for the increasing need for higher education to always make online learning models the main alternative during a pandemic. The results of online marketing learning here are expected to be able to answer it from a pedagogical perspective, seeing the increase in the academic role of lecturers in conducting assessments and good learning designs to build positive student behavior and making the best policies in online learning.

Keywords: online marketing learning, learning outcomes, course satisfaction, MOOC (SPADA).

INTRODUCTION

Massive Open Online Course (MOOC) or Learning Management System (LMS), is an online learning platform, where the Indonesian platform is an application in the form of the Indonesian Online Learning System (SPADA), SPADA is a facility for Indonesian lecturers and students to conduct electronic-based learning. The era of globalization has demanded all aspects of life to compete, the competition that occurs is no longer between residents and companies in a country but competition throughout the world that offers various advances in the development of digital technology (Sholihin, 2019). According to the Organization for Economic Cooperation and Development (OECD), digital innovation can bring many countries together that are mutually sustainable. Mc Kinsey notes that innovation has the greatest impact on the economic sector, namely cloud technology, advanced robotics, and 3D printing (Kotler et al., 2019). Technological developments have helped develop advances in several sectors of the economy such as retail (e-commerce), transportation (automated vehicles), education (massive online learning), health (electronic records and personal medicine), and social interaction (social networks using social media). Talking about interactions and adaptation to technology that has developed, many companies that have not gone digital have been eroded. However, companies engaged in the digital sector such as Amazon and Netflix have become major players in the market. iTunes from Apple, which was once successful with traditional music retail, has been disrupted by online music such as Spotify and the live streaming music model.

The development of internet-based mobile phones such as Android has a very significant impact. Mobile internet launches various kinds of connectivity, especially in online marketing. Today's online marketing uses an approach that connects online and offline interactions between companies and customers. In Indonesia, the presence of an online shop makes it very easy for people to shop. No need to bother anymore, only computers, mobile phones, and internet networks can do buying and selling transactions (Nirmala, n.d.) Talking about online marketing itself is a marketing concept that is transferred to a place using the internet network. The advantage of online marketing over traditional marketing is the efficiency and effectiveness of the marketing strategy itself. The presence of online marketing can increase marketing productivity that connects customer engagement. This book presents the concept of online marketing, online marketing strategies, websites used in marketing, SEO strategies, marketing through social media, and advertising for marketing.

As subjects of learning, millennial students, who in essence have been exposed to a lot of advances in information technology, are required to become more protagonists, students who are good actors who are equipped as problem solvers. To support this, the assigned burden will be charged with solving case studies and projects in the context of online or digital marketing. Various conditions of Business Education undergraduate students from 12 universities involved in this activity have been professionally guided and directed by facilitation lecturers to achieve learning goals based on weekly meetings online.

Students conduct case analysis to build solution recommendations, with the support of group discussions to test and develop solution designs. Classes will be encouraged to actively discuss, with the majority involving students via virtual. Lecturers move to facilitate by directing discussion, asking questions and observing. The character of online marketing supports and encourages students to lead to the suitability of the challenges they will face in the future as 21st-century learners. Characteristics of students in the 21st century who have five aspects of skills, namely communication skills, critical thinking skills, problem-solving skills, and skills creative and innovative thinking. Encouraging the content of this course towards Indonesia's journey towards Industry 4.5 still requires the participation of lecturers and students. To answer these challenges, a combination of theoretical approaches and examples and real cases were answered with student presentations which were answered with an online learning

approach. The content will place more emphasis on student mastery in three domains: having strong marketing concepts, formulating online marketing strategies, and implementing structured and planned online marketing.

It is generally agreed that the face-to-face higher education model is increasingly expensive, especially for full-time study students. The MOOC offers an alternative approach to online learning for the college level. Research has shown to date that enabling MOOCs may be a popular alternative, with 65 - 75% of participating students already holding a bachelor's degree (Hill, 2013). This shows that the opportunities for this learning model are growing. So that the focus of the writing reveals: 1). Opportunities and challenges of online learning using MOOC (Spada), 2) How online marketing learning answers these opportunities by looking at the pedagogical side of the lecturer's role, learning design, and assessment. The learning environment must provide good support in learning in addition to appropriate structure and content of materials and activities, accompanied by effective communication from instructors to reduce the distance from students and maximize learning. Three categories of support were identified and used for this study: instructional, peer, and technical support.

THEORETICAL FRAMEWORK

Learning through MOOC (SPADA)

SPADA Indonesia is the abbreviation of the Indonesian Online Learning System. (SPADA Indonesia) is one of the programs of the Directorate General of Learning and Student Affairs of the Ministry of Research, Technology, and Higher Education to increase equitable access to quality learning in higher education. With its online learning system, SPADA Indonesia provides opportunities for students from various universities to be able to take certain quality courses from other universities and their learning outcomes can be recognized equally by the university where the student is registered (Kemendikbud, 2020). According to Prof. Nizam Dikti while still a member of the Ministry of Research, Technology and Higher Education has also released Indonesia Cyber Education (ICE) as a platform for Indonesia's Massive Open Online Course (MOOC). In addition, the use of blockchain is also prepared that can be accessed by all universities, and in collaboration with Google for online-based learning models (Antaranews, 2021).

Stephen Downes and George Siemens created the first MOOC, CCK08, in 2008 (Downes, 2013) using freely available online services and tools. It differs from other forms of online distance learning in terms of its design intent, which offers open access, scalable lectures around the knowledge domain, with start and end dates, based on the connectivity of learning principles.

Table 1 shows the MOOC typology, analyzes and provides an overview of the various forms of MOOC in Massive, Open, Online, and Course.

Table 1: MOOC Typology

ₓ MOOCs		cMOOCs
Scalability of provision	**Massive**	Community and connection
Open access – Restricted license	**Open**	Open access dan license
Individual learning in a single platform	**Online**	Networked learning across multiple platforms and service
Acquire a curriculum of knowledge & skills	**Course**	Develop shared practices, knowledge, and understanding

Source: Yuan & Kim. 2014

- For Massive it focuses on scalability with potential revenue streams, while for cMOOCs it focuses on community building and learning connections.
- For the word Open, it means open access with a relatively limited content license, but for MOOC it is open access with a license that allows content to be used elsewhere under certain conditions, in this case, Spada cooperates with Google.
- For words Online focuses on individual learning, but MOOCs emphasize network learning.
- The word Course emphasizes content consumption, while in cMOOCs students are expected to engage with a wider range of participants on the Internet in online communities from the practice of sharing resources and producing content designed by lecturers and students.

Government policies, in this case, the Ministry of Education and Culture and Research and Technology, currently determine a radical agenda to enable MOOC providers through SPADA which not only

considering the basic educational needs of the younger generation in higher education, it is the aspect of mastery of learning technology that is considered. Indonesia's wide coverage area must anticipate changes in the teaching system and paradigm where students pay most of their tuition fees when done non-online. So that cheap learning orientation with standardized national quality will later make it a non-profit choice if all learning infrastructure is financed by the government. There is also an opportunity here for open education where traditional teaching takes a more facilitative and guided approach that can discover new landscapes.

This online learning is getting cheaper and does not become an obstacle for students if it is subsidized by the government. Institutions in this case the government (ministry), universities, study programs, teaching lecturer teams should consider exploring a series of opportunities that have become the concern of higher education with the mainstream of learning through this SPADA MOOC. This opportunity provided provides an opportunity for lecturers to experiment with new approaches to develop this interactive learning technology change. The interaction of teaching and learning, however, is also an effort to increase opportunities for students to study independently and in more massive groups. In the process of realizing it should pay attention to:

Technology Options - new platforms and services with functionality, terms, and conditions for experimenting with MOOC development and open online provisioning in institutions, including opening a Web-based Virtual Learning Environment (VLE) platform for digital learning., partnering with commercial MOOC platforms; or using an ad hoc suite of tools and services

suitable for experimental innovation. [For most institutions can be low impact & short term,)

Pedagogical Model Opportunities – for educators to experiment and evaluate various online learning approaches by developing and using Spada MOOCs that challenge the established roles of students and lecturers and offer more flexible forms of learning and assessment (assessment) that include: a community of participants as well as content-based learning models. For some people, the experiment will occur at the level of individual lecturers or teaching teams and for others, it may be on a departmental scale or large-scale cross-institutional project (between study programs and universities. [Possible medium & medium-term impact, for some types of institutions because it involves readiness].

Options for Students - developing new and affordable ways for students to access courses and materials with affordable and flexible credit possibilities. A first step that is not only based on existing lectures but can also be a way of learning that is not limited in terms of space and time and explores new approaches to learning. Perhaps for some institutions, it will be very impactful & short term, or medium-term (Yuan and Powel, 2013)

MOOC Learning (SPADA)

SPADA learning management has been prepared with the implementation of socialization for lecturers and PPG participants. According to Almarashdeh, Sahari, Zin, & Mutasem (2010), states that MOOC remains one of the forms most closely related to the learning process for higher education institutions. In line with Lopes, A.P. (2014), showed that the Learning System can also be used for assessment purposes in Higher Education. Meanwhile, according to Coates & Baldwin (2005) that the rapid absorption of the Learning Management System (LMS) throughout the campus changes the character of the learning experience on campus. This is by the results of research conducted by Peacher et al. (2010) where the role of the lecturer does not become less important in online learning. On the other hand, students experience the support and expertise of the lecturer as a learning facilitator which is very important for the acquisition of knowledge, skills, and competencies, and satisfaction in lectures. According to Marguirete (2014), online education is a viable alternative for hundreds of millions of prospective students around the world. According to Friedman, "A big breakthrough occurs when what suddenly might meet what is needed". Kakasevski, et al. (2008), stated that the module features an effective online learning management system. Meanwhile, Setiawan (2013) states that There was an increase in Information and Communication Technology learning outcomes, which was significant due to the use of Moodle e-learning. The average increase was 24.62. Rufaidah, et al. (2018). Research by Saputro and Susilowati (2019) showed the effectiveness of learning through SPADA scientifically. Findings show that the use of SPADA is rated positively by students in terms of accessibility, understanding, and satisfaction aspects. However, the difficulties found, namely internet connection and lack of discussion must be addressed appropriately. Learning strategies to create a better English learning environment for non-students - majoring in English (Prihatmi and Istikoma, 2021). The interaction between students and teachers and among teachers also determines that students do not feel isolated in learning (Hughes, Ventura, & Dando, 2007).

Online Marketing Learning Framework on SPADA

The character of Online Marketing courses is possible to support and encourage students to lead to the suitability of the challenges they face in the future as 21st-century learners. Characteristics of students in the 21st century who have five aspects of skills, namely communication skills, critical thinking skills, problem-solving skills, and skills creative and innovative thinking. Encouraging the content of this course towards Indonesia's journey towards Industry 4.0 and Society 5.0 still requires the participation of lecturers and students. To answer these challenges, a combination of theoretical approaches and examples and real cases are expected to be answered with student presentations which are answered with an online learning approach. The content emphasizes more on student mastery in three domains: having a good marketing concept strong, formulating online marketing strategies, and implementing structured and planned online marketing

The process and content framework for Digital Learning Innovation in Online Marketing courses can be illustrated in the following diagram:
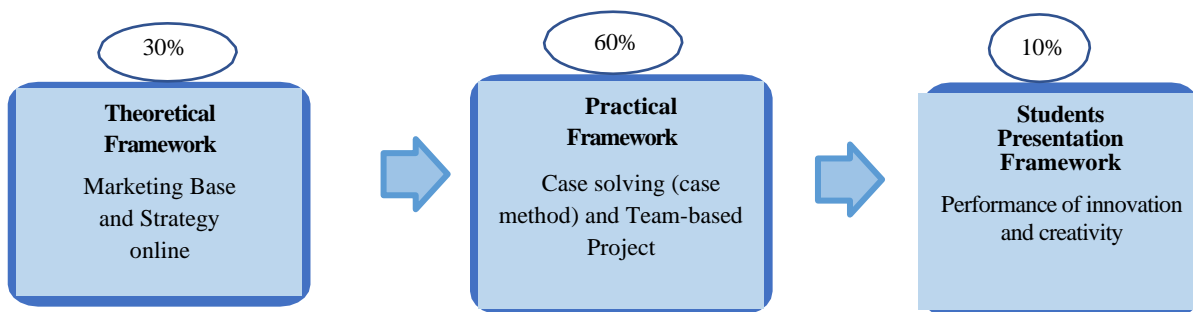

**Figure 1: Online marketing learning framework**

From this framework, it is hoped that the main idea of innovation will emerge in the learning process, with an emphasis on student work individually and in groups. Digital Learning Innovation in Online Marketing courses must be able to measure students' abilities during MBKB. The ability of students to take lessons in this Online Marketing course can be seen from the results of the learning evaluation while taking courses in the Online Marketing course. Student evaluation center based on achievements achieved in the implementation of lectures that can describe the cased method and team-based project assessment model.

The digital learning innovation developed is designed to provide theoretical and practical understanding. In addition, the Digital Learning Innovation that has been developed includes a case study section and project-based assignments. Assessment based on the cased method and team-based project assessment models in Digital Learning Innovations has an assessment weight of 60% of all assessments of lecture activities.

METHOD

The purpose of this paper is to explore the challenges of MOOC design from a conceptual perspective on the nature of MOOC implementation in online marketing courses through MOOC SPADA. The study is still based on 12 universities from Lambung Mangkurat University; Jakarta State University, Surabaya State University, Indonesian Education University, Amutai Agricultural College, Bengkulu University, Jambi University, Gorontalo State University, Riau Islamic University, Sorong Victory University Papua, and Malang State University, with a population of 284. After being determined based on the formula Daniel and Terrell sampling, 167 students were selected as samples. The author analyzes the content of MOOC SPADA after it has been implemented, focuses on interesting topics to be raised as further research material, deepens the context of the role of instructors (lecturers) in designing learning, the role of fellow students, technical with empirical implementation during the learning process, to an assessment of learning by qualitative approach. The models built are as follows:

Figure 2. Research Framework Model
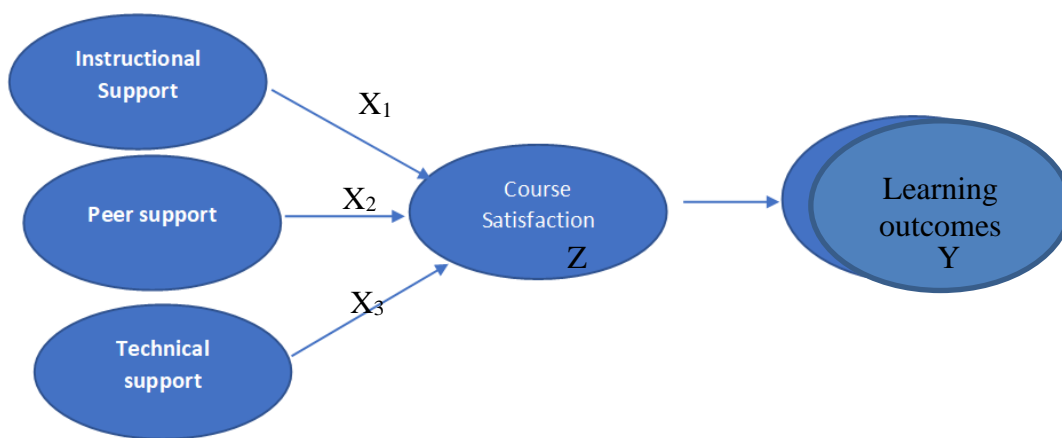
RESULTS

The results of the statistical test analysis show that

Table 2. Total Direct and Indirect Effects

No.	Variable	Direct Effects	Indirect Effects (through Z)	Total Effect
1	X_1 to Z	0.895	-	0.895
2	X_2 to Z	-0.079	-	-0.079
3	X_3 to Z	0.308	-	0.308
4	X_1 to Y	0.858	0.004	0.862
5	X_2 to Y	-0.612	-0.537	1.149
6	X_3 to Y	0.252	0.216	0.468
7	Z to Y	-0.954	-	-0.954
8	ε_1	-	-	0.276
9	ε_2	-	-	0.769

Path analysis using calculator Sobel test (quantity. spy)

The results of the analysis of the path of the influence of instructional support (X1) on learning outcomes (Y) through course satisfaction (Z) can be seen as follows:

Table 3. Instructional support for learning outcomes through lecture decisions

Input:		Test statistic:		Std. Error:	*p*-value:
a	0.527	Sobel test:	-15.06406959	0.01514803	0
b	-0.433	Aroian test:	-15.06062497	0.0151515	0
s_a	0.012	Goodman test:	-15.06751657	0.01514457	0
s_b	0.027	Reset all		Calculate	

Based on the picture of the Sobel test calculator, it can be seen the value of the Sobel test, in this case, t_{count} is as equal as -15.064 > score t_{table} 1.974 it can be concluded that the course satisfaction variable (Z) can mediate the instructional support variable (X_1) on learning outcomes (Y)

The results of the analysis of the path of the influence of peer support (X_2) on learning outcomes (Y) through course satisfaction (Z) can be seen as follows:

Table 4. Peer support for learning outcomes, through Course satisfaction

Input:		Test statistic:		Std. Error:	*p*-value:
a	-0.058	Sobel test:	3.53579669	0.00710278	0.00040655
b	-0.433	Aroian test:	3.52927493	0.00711591	0.0004167
s_a	0.016	Goodman test:	3.54235473	0.00708963	0.00039657
s_b	0.027	Reset all		Calculate	

Based on the picture of the Sobel test calculator, it can be seen that the Sobel test value, in this case, t_{count} is 3,535 > t_{table} value 1,974, it can be concluded that the course satisfaction variable (Z) can mediate the peer support variable (X_2) on learning outcomes (Y).

The results of the analysis of the path of the influence of technical support (X_3) on learning outcomes (Y) through course satisfaction (Z) can be seen as follows:

Table 5. Technical support for learning outcomes through course satisfaction

Input:		Test statistic:		Std. Error:	*p*-value:
a	0.165	Sobel test:	-11.50008668	0.00621256	0
b	-0.433	Aroian test:	-11.48924135	0.00621843	0
s_a	0.010	Goodman test:	-11.51096277	0.00620669	0
s_b	0.027	Reset all		Calculate	

Based on the Sobel test calculator image, it can be seen that the Sobel test value, in this case, t_{count} is -11,500 > t_{table} value 1,974, it can be concluded that the lecture satisfaction variable (Z) can mediate the technical support variable (X_3) on learning outcomes (Y).

DISCUSSION

MOOC Learning Challenges and Opportunities

Challenges of Designing a MOOC The large scale and heterogeneity of MOOC participants also bring with it design challenges (Zhu, et al., 2018). Design challenges for MOOCs include promoting student active participation (Anders, 2015), different personal behaviors (Pants et.al., 2016), evaluating student work, providing immediate feedback, adjusting time and cost, and encouraging participation in discussion forums and motivating student involvement (Salmon, et al. 2016). Fournier and Kop (2015) identified other challenges, such as providing a personalized learning environment, addressing ethical and privacy issues in a networked environment, and finding appropriate and effective ways to use student data in the MOOC research and development process. With these problems and challenges, the instructional design aspect of MOOC becomes very heavy and creates difficulties for those on the MOOC design team who are trying to maximize not only the number of participants but also high engagement. Given that instructional design can impact learning, these challenges ultimately affect the resulting learning that occurs in the process (Andrews & Goodson, 1980). In short, MOOCs are becoming increasingly popular in higher education. Meanwhile, some criticized the MOOC learning design. Previous studies have shown that MOOC instructors might consider three general aspects of their coursework: resource issues, pedagogical issues, and logistical issues, during the design and delivery process. Meanwhile, they also face significant challenges during the delivery of their MOOC, including actively engaging and evaluating learners promptly. However, research systems8 that explore the considerations and challenges of MOOC design are still rare (Zhu et al. 2018). In conceptual building, the challenges of MOOC will appear in several implementation contexts on the empirical side later. These challenges can be seen from the following factors and variables:

Table 6. Online Learning Challenges

Technology adoption	Variable	Result
Personal factors Factors inherent in lecturers and students as well as a policymaker	Attitude Perceived Ease of Use (PEoU)Attitude Perception of interaction Self-distraction (escape mechanism)Playfulness Cognitive age Perceived enjoyment (PE)Effort expectancy Performance expectancy	Positive Impact towards individuals
Environmental factors	Relative advantage Compatibility Complexevity Observability Nations generalized trust National culture Eigenvector centrality and closeness Thermal climate and National wealth	Positive influence and perceived macro by stakeholders

Sumber: Panigrahi at al. (2018)

Educational Institutions need to assess learning outcomes as they spend a lot of their resources like staff training, infrastructure, etc. Several personal and environmental factors affect learning outcomes. Student involvement is one of the main parts of predicting learning outcomes, and factors such as motivation, type of focus, intervention design, etc., and affect student engagement. Therefore, these are the factors that should be considered by stakeholders to encourage engagement while focusing on learning outcomes. When students learn through the internet in online learning media, virtual competence plays an important role in determining the effectiveness of learning. In addition, Team collaboration, Team cohesion, Team technology use determine individual performance in a Team. Instructors (lecturers) should encourage Team collaboration to achieve better results in mixed media learning. There are several contextual factors in online learning that affect learning outcomes. Less constrained informal learning leads to enjoyment which is positively related to learning outcomes. Virtual world characteristics such as context and social facilitation have a positive impact on the outcome. In addition, based on the findings using cloud-based assisted instruction is expected to improve student performance through their usage intentions. Instructors or educators should apply these technological and pedagogical interventions in online learning to improve learning outcomes.

The continuous use of technology in learning by organizations can increase when users are satisfied with the e-learning system (Capece & Campisi, 2013). The use of online materials along with on-site attendance, satisfied/enjoyed students, and students with a closer mean age in their cohort tended to be unattractive (Freitas et al., 2015). The dropout rate for online courses is more than for traditional lectures. It was also observed that the academic locus of control of persistent students (the degree to which a person believed that results depended on his decisions and their efforts to learn), and the skills acquired were significantly different from students who were less motivated to study online personally. Therefore, students' abilities should be measured by their motivation to take online classes.

The challenges of higher education are seen in the limited capacity of higher education institutions; low affordability of PT due to uneven distribution; there are still many universities that do not have adequate and quality educational resources. On the other hand, higher-quality universities are still concentrated on the island of Java; the low level of equal and quality higher education services; and the low guarantee of meeting the needs and demands for quality higher education. Curley and Strage (1996) found that high instructional adoption, coupled with high instructional demand, was associated with more sophisticated learning strategies for delivery and higher levels of communicative instructor engagement favoring successful online learning.

Online Marketing Learning Via MOOC

Designing MOOCs can be divided into three categories: (1) resources, (2) pedagogy, and (3) logistics. In terms of resources, they introduced a visual participatory framework as a two-step guide to MOOC design: (a) identify available resources and
(b) make design decisions based on these resources. Available resources include technological resources and human resources. However, as shown, design decisions related to available resources as well as pedagogical considerations are inherently complementary.

MOOCs have stimulated discussion around pedagogical approaches to teaching and learning in institutions. The current dominant approach to MOOC is very similar to existing models of online distance learning and is based on the production of lecture videos, written assignments, and staged electronic assessments with automated feedback. However, early MOOCs embraced the social nature of learning by valuing students' existing knowledge and experience in lectures and using alternative pedagogical approaches and there are significant opportunities to explore this further. Table 3, Pedagogical Approach, describes several different aspects offered by existing Spada MOOCs, taken from the concept of Yuan et al, (2018):

Table 7: Learning Approach

Pedagogic dimension	Dominant role	Development Opportunities
Academic role	Lecturers (instructors)	Learning designer, facilitator and study companion
Assessment	Lecturer grades exams, essays, and task	Assessment automation and portfolio validation by colleagues and lecturers
Learning Design	Focus on content, lecturer controlling and tasks specified	Learners are determined by the curriculum, by making full use of open education and creating online communities

Source: Yuan at al., 2014

The academic role of lecturers (instructors), in the context of online learning, has a key role starting from the beginning as learning designers who prepare to learn materials from planning to measuring learning success. As a facilitator, the lecturer is a bridge to overcome difficulties and solve problems if difficulties arise in the learning process in line with their function as learning companions. The main principles of instructional design can ensure that instructional design will take place well. Connectivism encourages social interaction between students and teachers. Self-regulating learning strategies (independently and in groups) can improve students' self-direction and time management skills. These elements will help learners to achieve their learning goals in MOOC. Establishing clear expectations among learners, and encouraging participant articulation and reflection are drivers of learning engagement (Salmon, Pechenkina, Chase, & Ross, 2016). Studies also show that short video lectures, resources, social media, and digital badges (and grading and credentialing mechanisms) are valued by learners (Salmon, Gregory, Lokuge Dona, & Ross, 2015).

The **main focus of MOOC lecturers** in terms of consideration, pedagogical considerations are components of instructional design, instructional strategies, and innovative ideas to encourage student engagement and overall learning. This finding is corroborated by previous research on the problem of pedagogy by Watson et al., (2016). The majority of lecturers and their teams considered the learning objectives of the MOOC during the design process. Some instructors set learning goals based on standards in the subject area, while others base their goals on the content they later want to best deliver to their audience. However, getting to know the learners is also a challenge, especially when considering their large number and concomitant diversity of backgrounds, prior knowledge, and learning motivations of participants (Adair et al., 2014). The instructors in this study felt that this was a major challenge when designing their MOOC.

In the assessment, it is not only required from lecturers but also students can assess their colleagues if deemed necessary. The main pedagogical challenges are related to limited assessment methods, appropriate ways to engage students and encourage them to participate in class, increasing learner interaction, condensing lectures into shorter video footage, personalized forms of learning, and monitor learning. The main logistical challenge relates to time constraints in designing the MOOC. To overcome all these challenges, MOOC lecturers usually join other MOOCs as students and seek help from the MOOC platform, their colleagues, institutions, and other instructors who previously taught MOOCs (Zhu et al., 2018). Teaching with Team teaching is offered in this case through discussion of joint assessment decision making and making students also as peer assessors an alternative that can be chosen. Desain pembelajaran yang dilakukan adalah menggunakan *Learning Manajemen System* (LMS) UM yaitu sipejar.um.ac.id dikombinasikan dengan produk Inovasi Pembelajaran Digital yang dikembangkan. Aktivitas perkuliahan dalam satu semester dilakukan secara sinkronus maupun asinkronus dengan menggunakan LMS sipejar.um.ac.id dan produk Inovasi Pembelajaran Digital. Pemanfaatan media produk Inovasi Pembelajaran Digital berbasis android tersebut memudahkan kegiatan perkuliahan baik secara *online* maupun *offline*.

Learning technology developed or Digital Learning Innovation products, students can access Online Marketing course materials quickly via smartphones without having to log in to the LMS (MOOC). Through Digital Learning Innovations in the form of Android-based learning media products, students have quick access to reading and studying Online Marketing lecture materials. Students without having to access the LMS to read lecture material. And students do not need an internet network to read lecture material. It is easier for students to read lecture materials because Online Marketing lecture materials are packaged in ebook form, so students can read independently wherever and whenever.

The integration of technology in learning activities that are developed on the products developed will be able to make it easier for students to apply the theories learned because there are learning videos and video tutorials. Videos developed or created following the development of Online Marketing under the 5.0 industrial era. Through videos made by the development team, students are expected to have a practical understanding after seeing the video tutorials that have been presented.
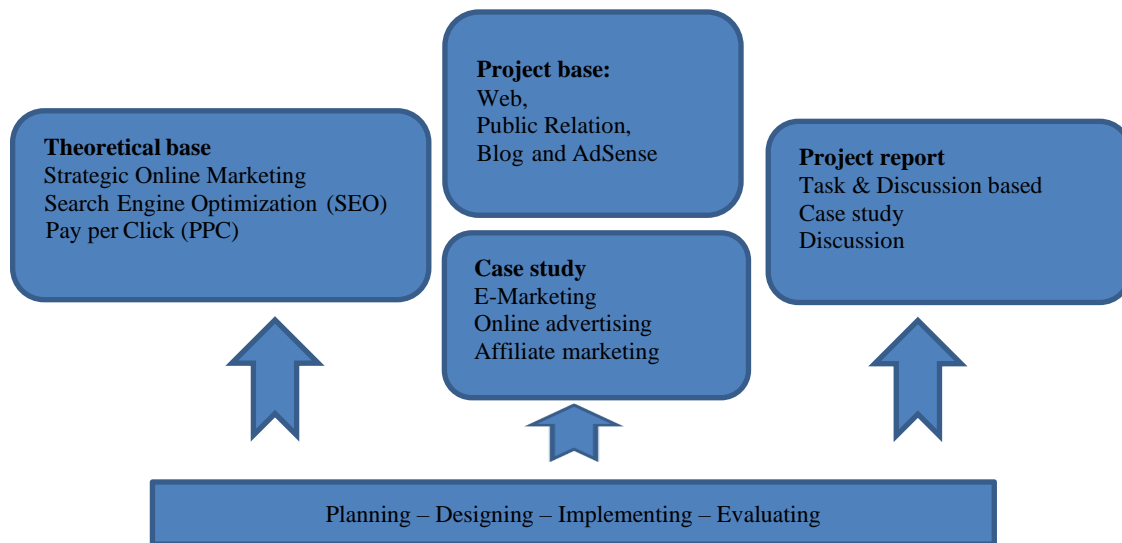Another form of technology integration in learning activities is the development of discussion forums in online classes. Lecturers can provide feedback to students submitted by students. Vice versa, lecturers can open a problem that can provoke students' thoughts and understanding of Online Marketing materials. So that the learning media developed will make it easier for students and lecturers to conduct interactive discussions online.

Learning designs that can be integrated with further technology in the developed learning media are the cased method or case studies or project base. The cased method presented in the application was developed based on studies on national and international companies in their online marketing activities. The case studies presented are based on the sequence of Online Marketing lecture materials that are reviewed in one semester. The full picture of the online marketing learning design is as follows (Picture 2)
The integration of technology in learning activities that will be further developed in the Online Marketing course is a team-based project or project-based assignment. Students can find out which projects must be done in groups based on the order or assignment as

well as the time limit to work on and collect them. The team-based project in the application will contain student guidelines or guidelines for doing assignments.

Figure 2. Online Marketing Pedagogic Content Design

Theoretical base
Strategic Online Marketing
Search Engine Optimization (SEO)
Pay per Click (PPC)

Project base:
Web,
Public Relation,
Blog and AdSense

Case study
E-Marketing
Online advertising
Affiliate marketing

Project report
Task & Discussion based
Case study
Discussion

Planning – Designing – Implementing – Evaluating

The developed learning technology or Digital Learning Innovation product for Online Marketing courses is also provided with a menu that can measure students' ability in mastering the material. Digital Learning Innovation Products for Online Marketing courses that are developed based on Android have multiple-choice practice questions. Multiple-choice practice questions are designed with at the end the correct answer or the final score that has been done by students will appear. The assessment is carried out following good assessment rules, by looking at the portfolio of assignments made by students from projects and case studies contained in the content of the learning process.

Predictions regarding the challenges of learning online marketing courses are suspected to be: LECTURER BEHAVIOR: first, the team's experience in designing fully and completely online lectures in the form of blended learning is still limited. This is obtained only from teaching when participating in the teacher training program (PPG) and controlling as a PPG helpdesk; second, learning content which is still trial and error; third, the perception of the instructor (teacher) about whether later he can be maximally involved in designing teaching considering that there are assignments to teach other subjects.

STUDENT BEHAVIOR: first, the diverse backgrounds of students from 7 universities, different levels of understanding of basic knowledge, attitudes, and skills about online learning technology, and different genders; second, internet accessibility which will differ from individual learners considering that blank spot areas still often occur; third, the cohesiveness of group work when discussing different projects and cases, which can be biased in later assessments.

ENVIRONMENTAL CONDITIONS, especially in the context of policy sustainability, under conditions in Indonesia, government support is still very much needed. On the marketing side of universities, it must be translated whether this learning will be open access forever, wherefrom the point of view of learning materials it can be open access, but from the point of view of the existence of lecturers who must continue to accompany them, it should be rethought. Free access paying may lead to paying access paying in various Indonesian scales and wide areas.

CONCLUSIONS AND SUGGESTIONS

The main focus of MOOC designers and policymakers in this paper relates to pedagogical considerations, including design components, instructional learning strategies, and innovative ideas to encourage student engagement in overall learning. Although there are still many debates around the pros and cons of MOOC in terms of learning habits. Educational development still needs to be developed in terms of developing broader contexts, contexts, and strategies to open online learning. MOOCs have been useful in bringing out new ideas for developing models of pedagogical approaches to improve the quality and accessibility of online and teaching in higher education. Coupled with the changing environment of higher education, the potential to lead to greater choices for learners about how, when, and what they study, does not have to be to the detriment of the existing infrastructure provider (higher education) through SPADA. With MOOCs considering the maturity of online technology in education, institutions will need to provide balanced resources for online solutions on campus to strategically address challenges and opportunities that will arise in the future.

The research findings emphasize that teachers must always communicate the types of task support to students and provide easy-to-access learning tools so that they can be utilized. Instructional demands must be considered by the teacher and instructional design will determine instructional support by students (Curley & Strage, 1996). In addition, the use of support depends on the student's background (Heift, 2006). The variety of students from 11 universities has supported the perception of a good learning process with a conducive environment. Thus instructional demands, student knowledge and skills, and peer-supported learning experiences, and course context and the content will influence student needs and for support in the learning environment (

In terms of research suggestions, further research after the implementation of massive online marketing should be considered as a trial for continuous evaluation of its implementation. Plans that can be developed for research include: 1) The experience of lecturers in designing MOOCs in universities is viewed from the perspective of pedagogical, resource, and existing infrastructure

considerations and challenges. 2) Perception of student experience based on personal experience regarding the perception of attitude theory, Perceived Ease of Use (PEoU), Perception of interaction, Self-distraction (escape mechanism), Playfulness, Cognitive age, Perceived enjoyment (PE), Effort Expectancy, Performance expectancy with an approach to qualitative and quantitative methods or mix method. 3) Analysis of policy actors regarding the use of SPADA from the side of policymakers from the ministry to the head of the study program examines it from the design side to implementation in the field.

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