

ABSTRACT

Rumita Sihole (01669230011)

THE CORRELATION BETWEEN MASSIVE OPEN ONLINE COURSE DESIGN QUALITY, SELF-REGULATED LEARNING, AND STUDENT ENGAGEMENT WITH PERCEIVED LEARNING OUTCOMES

(xvi + 105 pages; 15 figures; 45 tables; 11 appendices)

The open and massive characteristics of Massive Open Online Courses (MOOC) lead to a lack of intervention from subject matter experts, thus contributing to the low rate of course completion in achieving targeted learning outcomes. This research aims to investigate the relationship between MOOC design quality based on the quality matters rubric, self-regulated learning, and student engagement with perceived learning outcomes. Using a quantitative approach with Partial Least Squares Structural Equation Modeling (PLS-SEM), data were collected from 140 students through online questionnaires and learning analytics. Results indicate that MOOC design quality has a significant positive effect on both self-regulated learning ($\beta = 0.900$; $p < 0.05$) and the student engagement ($\beta = 0.884$; $p < 0.05$). Additionally, self-regulated learning ($\beta = 0.562$; $p < 0.05$) and engagement ($\beta = 0.403$; $p < 0.05$) significantly influence the perceived of learning outcomes. The model shows strong explanatory power, with R^2 values of 0.782 for self-regulated learning, 0.809 for engagement, and 0.874 for learning outcomes. These findings highlight the critical role of course design quality in fostering self-regulated learning and student engagement to enhance learning achievement and address the issue of low MOOC completion rates.

Keywords: Massive Open Online Courses, Courses Design, Quality Matters Rubric, Engagement, Self-Regulated Learning, Learning Outcomes.

References: 88 (2003-2025)

ABSTRAK

Rumita Sihole (01669230011)

HUBUNGAN ANTARA KUALITAS DESAIN *MASSIVE OPEN ONLINE COURSE*, KEMANDIRIAN BELAJAR, DAN KETERLIBATAN DENGAN KETERCAPAIAN *LEARNING OUTCOMES*

(xvi + 105 halaman; 15 gambar; 45 tabel; 11 lampiran)

Karakteristik *Massive Open Online Courses* (MOOC) yang terbuka dan masif seringkali menyebabkan kurangnya intervensi dari *Subject Matter Expert* (SME), sehingga berkontribusi terhadap rendahnya tingkat penyelesaian *courses* dalam pencapaian *learning outcomes* yang sudah ditargetkan. Penelitian ini bertujuan untuk menyelidiki hubungan antara kualitas desain MOOC berdasarkan *Quality Matters Rubric*, kemandirian belajar, dan keterlibatan peserta didik dengan ketercapaian *learning outcomes*. Penelitian ini menggunakan pendekatan kuantitatif dengan teknik analisis *Partial Least Squares Structural Equation Modeling* (PLS-SEM) dan melibatkan 140 peserta didik sebagai responden. Pengumpulan data dilakukan melalui kuesioner daring dan analisis data *learning analytics* pada *platform* ICE-I. Hasil penelitian menunjukkan bahwa kualitas desain MOOC berpengaruh signifikan terhadap kemandirian belajar ($\beta = 0,900$; $p < 0,05$) dan keterlibatan peserta ($\beta = 0,884$; $p < 0,05$). Kemandirian belajar ($\beta = 0,562$; $p < 0,05$) dan keterlibatan ($\beta = 0,403$; $p < 0,05$) secara signifikan berpengaruh terhadap ketercapaian *learning outcomes*. Nilai R^2 sebesar 0,782 untuk kemandirian belajar, 0,809 untuk keterlibatan, dan 0,874 untuk ketercapaian *learning outcomes* menunjukkan model memiliki kekuatan prediktif yang tinggi. Temuan ini memberikan kontribusi penting bagi pengembangan desain MOOC yang lebih efektif guna meningkatkan pengalaman belajar daring peserta didik.

Kata Kunci: *Massive Open Online Courses*, *Courses Design*, *Quality Matters Rubric*, Keterlibatan, Kemandirian, *Learning Outcomes*.

Referensi: 88 (2003-2025)