

Constructing the Learning Democracy of Life Based Learning in LMS and MOOC

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Abstract: Open online-based learning commonly called Massive Open Online Courses (MOOC) is often investigated in terms of funding, lecturers, number of registered students, and level of completion of learning. But what needs to be explained is how the MOOC is viewed from democratic learning as a life-based learning culture, it is felt that the MOOC has been able to connect thousands of students from various backgrounds, both religion, ethnicity, race, to interests. The research was conducted by survey method to see the learning experiences of students in the culture of learning in the MOOC for a limited scope in the technologist education website and LMS with the address e-learning.um.ac.id. The results showed that the MOOC learning culture had some similarities with the culture of learning in the Learning Management System (LMS).

Index Terms: Keywords: MOOC, LMS, Life-Based Learning.

I. INTRODUCTION

Educational Technology of the State University of Malang has conducted online learning through the *Learning Management System* (LMS) (Fig. 1) and has tested *Massive Open Online Courses* (MOOC) (Fig. 2). Learning in the Education Technology Department is an effort of higher education institutions to offer more courses and content, online, to digital learners on a world scale (Bralić and Divjak, 2018; Jenkins, 2013; Lombardi, 2013; Pappano, 2012). Online learning with an open nature, offers a means to connect thousands of students from a variety of locations, backgrounds, and cultures on topics and global interests. Online-based learning that is able to connect students online is not new in the world of Education and learning (Alahmari and Kyei-Blankson, 2018; Boggs and Van Baalen-Wood, 2018; Mehta and Saroha, 2018; Nurakun Kyzy et al., 2018). However, the nuances of the MOOC have expanded online learning to a large scale throughout the world, presenting new opportunities and new challenges (Dennis, 2018; Goh et al., 2018; Reich, 2018; Zheng et al., 2018).

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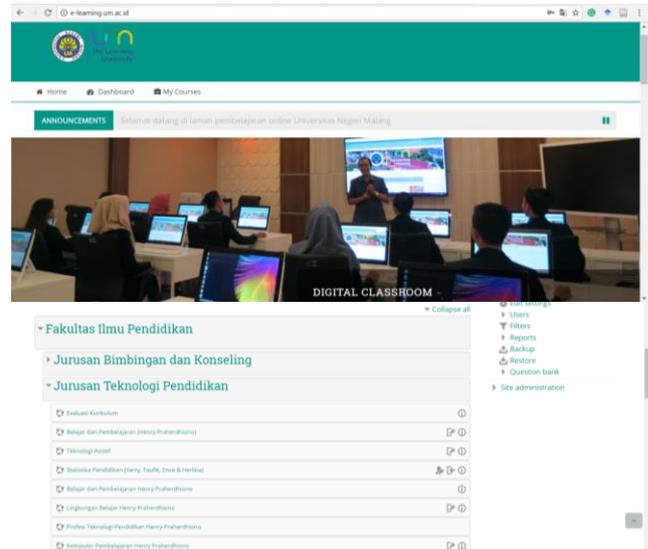


Fig. 1 Educational Technology LMS

Web development is the most effective learning tool as a form of learning services in Education Technology majors. The research begins with how to foster effective online learning with a smaller number of students majoring in Educational Technology (Praherdhiono, 2014, 2016; Soepriyanto et al., 2017). At a broader level of learning research on effective web-based learning, services have also been carried out (Garrison et al., 2010; Richardson and Swan, 2003). Various approaches have been applied in order to find an optimal approach to encourage the success of MOOC learning in the Department of Educational Technology, State University of Malang. MOOC Technology Education has registered a large number of students from diverse backgrounds. MOOC also uses technology diversification as a technology applied to distance learning, even in small, traditional environments, and adjusting various things. For example, while learning using MOOC is still limited to specific passwords that are explicitly shared with the students studied. Also, with varying levels of knowledge and expertise, as well as the range of viewpoints of MOOC students, MOOC content is adjusted to learning at the level of the course (Fredette, 2013; McAndrew and Scanlon, 2013).

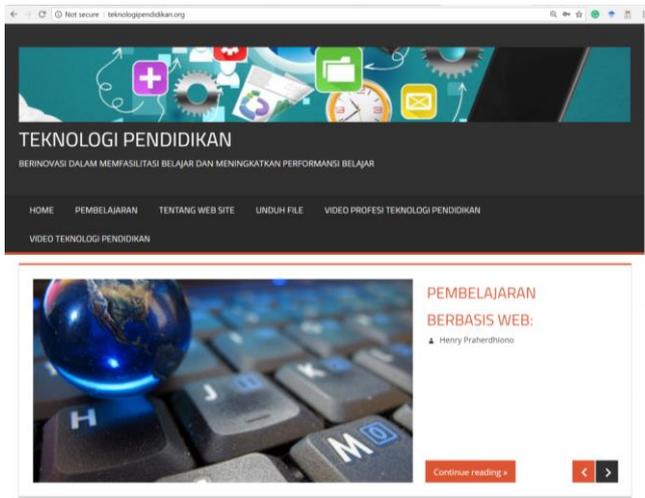


Fig. 2. MOOC Educational Technology

Life Based Learning in the curriculum will be used in the Education Technology Department of the State University of Malang in order to improve capabilities. The ultimate goal of learning activities is not limited to being used in the world or just being job oriented so formal learning is considered to have a grace period. Life based learning recognizes that a comfortable learning environment in life is a source of learning (Michel and Durdella, 2018; Praherdhiono, 2014). Which opens opportunities for develop the abilities and capabilities of students as learning outcomes (Praherdhiono and Pramono Adi, 2017). Anywhere people learn. Learning is a basic need for every human being (Soler and Garzon, 2015). In social construction in human life, learning democracy requires the need for flexibility as a system. The desire of, by and for students is the idea of developing MOOCs. So, the construction of learning at Malang State University in order meeting learning needs is an absolute requirement and difficult to avoid. Science cannot stand alone and dominate. In the macro, science mutually linked one to the other and even have evolved into the direction of the coalition in the form transdispliner (Chisholm and Blair, 2006; Jackson, 2011). Scientific transparency embodied in the network open and integrated a cloud computing are real, thus allowing students, lecturers, managers, and outside users in the learning era become coalitions in learning entities. The social construction that can be observed next is all the mutual sharing and learning with a variety of devices that are owned (Clifford, 2012; Smith and Byrum, 2013).

II. RESEARCH METHODS

The study used a limited survey conducted for different classes of users, namely 49 Respondents (1 group class) MOOC and 48 Respondents (1 group class) LMS. The study was directed to find out the student learning culture in using MOOC that has been developed to compare learning. Students freely express their thoughts in written form (not an option). In general, students reveal Finland as the best-educated country in the world. Interrelated interpretation turns out to produce the same intent but is expressed differently (Fig. 3). Various Finnish words appear in multiple versions of the answer. This shows that students have a culture in the mention and have groups in the mention

of a country.

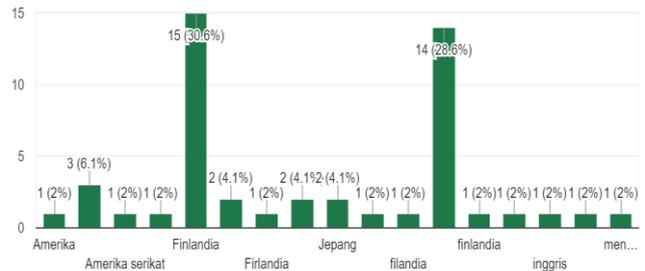


Fig. 3. Freedom of Mention of Literacy

The literacy provided by lecturers no longer shackle students. In the learning session, students use different references. The most accessible reference is indeed not a book, but some webs that according to students can be trusted. Some students, uniquely detecting precisely in the MOOC content are caught providing information in the form of learning content that leads to the information needed, namely as seen in Fig. 4, namely [https://www.edx.org/course/customer-relationship-management-iimbx- mk210x](https://www.edx.org/course/customer-relationship-management-iimbx-mk210x)

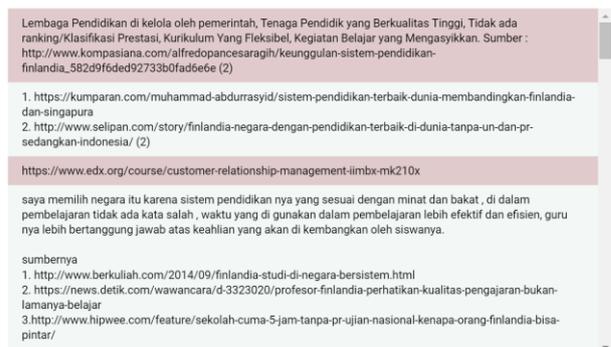


Fig. 4. Freedom of Reference

The same thing was also found in research that used the survey method with a technique that was somewhat different in an LMS. The method used is to use options that provide freedom of choice rather than reference but only polls based on student knowledge.

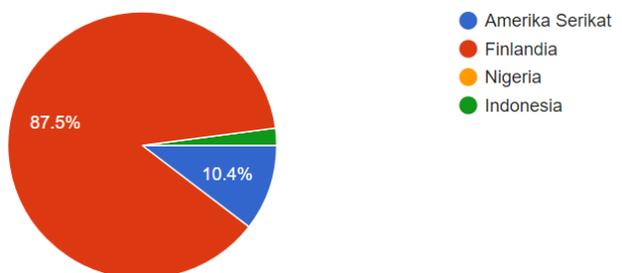


Fig. 5. Results of Nomination Polls in Rank 1 Countries

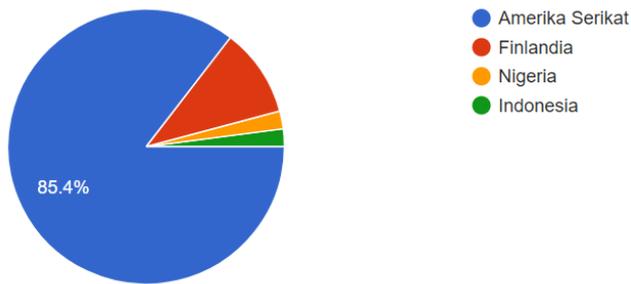


Fig. 6. Results of Nomination Polls Ranking 2 Countries

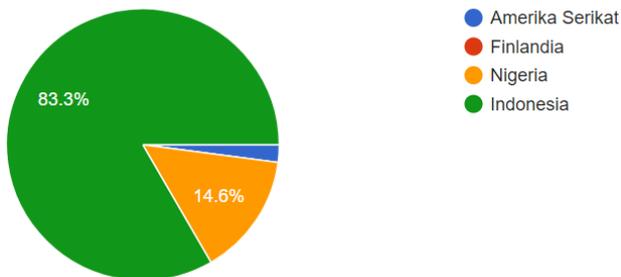


Fig. 7. Results of Nomination Polls Ranking 3 Countries

Fig. 5 is the peak of the survey for the world's best nominations in the implementation of learning whose results are relatively the same as what happened with the answers of students who expressed their opinions in writing. So, in fact, these students have had good choices obtained from various learning experiences in different MOOCs with learning that content available in the LMS learning environment has similarities. Fig. 6 and 7, which are the results of a comparative country survey, also appear in student writings about other countries that have the best education in Fig. 4.

III. RESULTS AND DISCUSSION

The existence of technology, which is based on the implementation of the Learning Management system (LMS) infrastructure, is a picture of democracy that precedes MOOC. MOOC and LMS are not technologies that need to be contested (Bogarn et al., 2018; Pireva et al., 2015). Both camps are parties in an online-based learning system that carries the vision and mission. The construction of LMS and MOOC has become a culture Life-based learning a contemporary construction that needs to be a model in the learning environment of Malang State University. Online infrastructure provides opportunities for the implementation of online and open based learning. Research has shown the similarity of learning constructs that are generally the same as the results of MOOC and LMS research. MOOC research in various studies has provided quantitative empirical data that has been accessed by thousands of students (Kay et al., 2013; Nesterko et al., 2014). Along with the increase in MOOC technology offerings, students form learning communities in various ways, and on a diverse scale. Empirically it is indeed not like an LMS that has a limited scope. Just stated, MOOC changes the culture of many students in spending their time for informal learning, offering cultural experiences for those who want to expand their knowledge (Knox, 2014; Liu et al., 2016; Loizzo and Ertmer, 2016). However, in various

experiences in implementing MOOC, it has been able to go beyond passive learning and actively change by connecting students not only with content but also with instructors and fellow students to form learning communities.

Learning that uses MOOC, and LMS forms a similar learning environment. The learning experience of students to determine alternative answers is the result of constructing students' thinking through learning experiences that are managed in a closed manner or through openly managed learning experiences. Both systems have effects that are not much different. Researchers in various fields of human resources, organizational learning, and performance improvement (Lu and Li, 2010; Marsick and Watkins, 2003; Yang, 2003) have researched how organizational culture can influence individual beliefs and attitudes. Lu and Li (2010) show that the culture of learning through a learning environment is able to construct mindset and behavior patterns in the organization by changing one's attitudes and behavior.

In online-based learning research and learning design research, learning models to encourage meaningful learning can be constructed from student community-based learning (Blackmore, 2010; Garrison et al., 2010). By looking at online learning networks that have been used the online culture of learning environments through MOOC and LMS have the potential to influence individual beliefs and attitudes, such as Lu and Li (2010) explained. The MOOC learning culture has the potential to have an even more significant impact on students' attitudes and beliefs because of their open nature and large-scale global courses.

In the MOOC and LMS research in Malang State University found a change in a life-based learning culture. The learning culture illustrated in generation Z shows differences with the culture of learning generation X and Y (McCrindle and Wolfinger, 2009; Mohr, 2017). The tendencies of lecturers who are in the X and Y generations have the desire always to prepare learning content. Students have a culture of searching by using search engines. Learning culture is said to change because constant learning access to content and collaboration through the internet and social media is increasingly apparent (Bonk, 2009; Iiyoshi and Kumar, 2008). Generation Z has entered a new learning culture where X and Y consider new perspectives or even regarded as primitive cultures towards and what it means to participate in the learning process. MOOC culture is a culture of participation and personalization. In general, MOOC represents a changing culture but reflects the need to make educational opportunities open to everyone, regardless of background, location, profession, financial status, or other demographics. Watson and Watson (2014) advocating for the need for systemic transformation in higher education institutions and changing only closed learning systems to provide open learning, although not for all. The democratic system of knowledge that is open through the MOOC as in the results of research is very useful in overcoming the various backgrounds and objectives of today's students, the new educational paradigm. Concern about the differences in MOOC and LMS learning

outcomes is not an absolute concern. The MOOC is only one part of a much larger discussion about the changing role of higher education institutions and the increasing demand for open access to educational opportunities.

IV. CONCLUSION

Students in the information age, which are dominated by generation Z, have faster access to technology and content than previous generations of x and y (Prensky, 2010). Bonk (2009) illustrates how the internet, open learning, and online-based technology used based on the nature of democracy will transform the learning culture into a global community and active participation. The contribution of this research idea is to the field of facilitating learning and improving performance. The results of the research have illustrated how democracy learns to construct a learning culture and has the potential to influence students' attitudes and confidence. In harmony with Yang (2003) that the learning process constructs culture.

MOOC and LMS research has provided more insight into how students learn in MOOC and LMS. Surveys conducted in different classes show students consciously construct a unique culture of learning within MOOCs. The research proposes democracy learning in MOOC and LMS to become a global social learning democracy to summarize the dynamic learning culture of students. The idea is supported by the results of student opinions in Fig. 4, 5, 6 and 7.

By looking at MOOC and LMS as a dynamic global social learning culture, we offer new lenses for learning and learning designers to be used in developing, delivering, and facilitating MOOC and LMS learning, Universities in general including Malang State University need to consider the characteristics of habits and learning design features, such as voting in peer review and peer review, to encourage life-based learning democracy. Further research is needed to (1) explore aspects of MOOC and LMS democracy,

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