

# **Massive Open Online Course Learning for Adults: A Case Study of Users on the MySkill.id Platform**

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## **Abstract**

The advancement of technology has facilitated the emergence of Massive Open Online Courses (MOOCs) as a flexible learning solution for adults, particularly in enhancing competencies in the workforce. However, there remains a gap between formal education and the demands of the job market, especially regarding practical skills and soft skills. This research aims to describe the learning process of MOOCs on the MySkill.id platform and to examine the relevance of the materials offered to the professional needs of its users. Using a qualitative case study approach, this research involves adult users of MySkill.id as subjects. The results indicate that MySkill.id provides structured and relevant learning, guided by professional mentors, and is complemented by certificates that can enhance competitiveness in the job market. Users' main motivations include skill enhancement, obtaining certifications, and career preparation, while considering time and cost efficiency

**Keywords:** mooc, MySkill, adult learning, motivation

## **1. Introduction**

The rapid development of technology and communication in the digital era has had a significant impact on various aspects of human life, including education. Today, technology no longer merely functions as a complement but has become an essential part of everyday life. One example is the increasing use of smartphones, which facilitate access to information and social interaction, including in the context of learning. In the world of education, digital transformation has given rise to various forms of technology-based learning, one of which is online learning, often referred to as Electronic Learning (elearning). E-learning relies on information and communication technology networks to support more flexible and efficient teaching and learning processes, both online and offline. A concrete example of online learning innovation is the Massive Open Online Course (MOOC), which allows anyone to take courses openly without restrictions on age, educational background, or geographic location. MOOCs emerged as a response to various challenges in education, including high tuition costs, limited infrastructure, and the lack of relevance of formal educational materials to the needs of the workforce. In Indonesia, MOOCs are also known as Open and Integrated Learning. Some popular MOOC platforms include Duolingo, Coursera, Udemy, and MySkill.id. These platforms provide broad and flexible access to learning for the public, especially adults looking to upgrade their skills or change careers. Adult education has its own unique characteristics. In general, adults tend to learn independently, have high intrinsic motivation, and focus more on practical aspects related to their lives or work. Online learning is well-suited to these characteristics, as it offers flexibility in terms of time, place, and selection of materials tailored to individual needs. However, on the other hand, education in Indonesia still faces challenges related to inequality in access and the relevance between formal education and the needs of the workforce. Many college graduates struggle to find jobs that match their educational background. This highlights the importance of non-formal education as a complement to improving practical skills and competitiveness in the job market. MySkill.id is one local MOOC platform that offers various courses to develop digital and professional skills. This platform is designed to address the needs of adult learning in a flexible and goal-oriented manner. By utilizing MySkill.id, individuals

can improve their skills in communication, career development, design, and other technical skills. Despite their great potential, MOOCs also face challenges, particularly related to learning effectiveness and low course completion rates. High dropout rates indicate that learning strategies in MOOCs need to be optimized, including through approaches that encourage active participant engagement, provide relevant feedback, and support learning motivation. This study aims to understand how adults utilize learning through the MySkill.id platform to improve their skills. The primary focus of this research is to explore the learning process, the relevance of the material to professional needs, and the factors that motivate adults to take these online courses. By understanding these aspects, it is hoped that this research can make a significant contribution to the development of more effective and sustainable online learning strategies for adults.

## **2. Method**

This study uses a qualitative method with a case study approach to in-depth explore the learning experiences of adults through the Massive Open Online Course (MOOC) platform MySkill.id. This approach was chosen because of its ability to capture the dynamics, challenges, and motivations of users in a flexible online learning context. As explained, this study aims to analyze user experiences and responses to MOOC learning on the MySkill platform. In this study, researchers were directly involved as active participants in courses on MySkill.id, to observe the learning process and explore user interactions with the available materials and features. Data were collected through observation, interviews with users and alumni, and documentation studies from the MySkill.id website and social media. Interviews were conducted online to gain a better understanding of user learning experiences and motivations, while observations were conducted by observing user behavior in real situations. Data analysis was carried out following the Miles and Huberman model (Suyitno, 2018), which includes three stages: (1) data reduction, (2) data presentation, and (3) drawing conclusions. Data validity was tested through triangulation of sources and techniques to ensure credible and accountable results.

## **3. Result and Discussion**

### **3.1 Massive Open Online Course Learning for Adults**

Massive Open Online Courses, or more commonly referred to as MOOCs, are an innovation in distance learning (PJJ) that utilizes digital platforms (Handarini & Wulandari, 2020). Through this method, anyone can learn flexibly without having to physically attend a classroom. MOOCs leverage advances in internet technology to reach a large number of participants from various locations, while providing learning opportunities open to all groups, including busy adults with work or other responsibilities. MOOCs have four main components that differentiate them from traditional learning methods. First, "Massive," meaning the number of participants is unlimited and can reach thousands in a single course. Second, "Open," because this learning is open to anyone without special requirements, requiring only an electronic device and internet access. Third, "Online," meaning all learning activities are conducted online, either through synchronous (live) or asynchronous (flexible) methods. Fourth, "Course," indicates that this learning is structured like a formal course, with clear materials, assessments, and a grading system (Dwi & Richardus, 2021). The advantages of MOOCs lie not only in their flexibility but also in the principles that support active and independent learning. These include: (1) Multiple Voices, where the material is developed by various experts; (2) Self-Directed Learning, which gives participants the freedom to choose the material and study time; (3) Peer-Supported Learning, which encourages discussion and feedback among participants; and (4) Job-Connect Learning, which connects learning to the needs of the workplace through case studies and work-based projects (Nurdin, 2017).

For adult learners, MOOCs are particularly relevant because they provide the freedom to choose the topics they wish to study and determine the best time to study. With a self-directed learning approach, adults can actively manage and evaluate their own learning process. This independence fosters a sense of responsibility, internal motivation, and the ability to adapt learning to the needs of their careers and daily lives. It is not surprising that MOOCs are considered part of lifelong learning, because they provide space for individuals to continue to develop without age restrictions or formal educational background. In the context of adult learning, the MOOC approach is also in line with the principles of andragogy developed by Malcolm Knowles in (Daryanto & Tarno, 2017). Knowles argues that adults learn more effectively when the learning is relevant to their life experiences, is practical, and delivered in a participatory manner. In this case, he also emphasized the importance of four aspects in adult learning: (1) an independent selfconcept, (2) experience as a learning resource, (3) readiness to learn due to social role demands, and (4) a learning orientation that focuses on problem-solving. The main goals of adult learners are to improve competence, expand knowledge, and develop professional qualifications. Therefore, adult education is usually non-formal, flexible, and oriented towards tangible results that can be applied directly. Psychologically, adults can be divided into three categories: early adulthood (16–20 years old), middle adulthood (20–40 years old), and late adulthood (40–60 years old) (Kamil, 2020). Although they have different learning needs, these three categories share a common drive for continuous growth, both personally and professionally.

Overall, MOOCs (Massive Open Online Courses) have opened up many new opportunities in education, especially for adult learners. These platforms respond to the challenges of the times by providing access to inclusive, affordable, and technology-based education. MOOCs also enable adults to reskill and upskill, two crucial aspects that are highly needed in the digital age and the ever-changing job market. With the increasing adoption of MOOCs across various sectors, these platforms have the potential to become an integral part of creating a more adaptive, effective, and sustainable learning ecosystem for every individual, anywhere and anytime.

### **3.2 Massive Open Online Course Learning on the MySkill.id Platform**

Amidst the rapid development of digital technology and the increasingly rapid transformation of the world of work, the need for flexible and affordable education is increasingly pressing. One solution to this challenge is the Massive Open Online Course (MOOC)-based online learning platform. In Indonesia, MySkill is a pioneer in offering a local platform that adopts the MOOC approach to develop individual skills across various industry sectors. MySkill is designed to meet the needs of learners from various backgrounds, from beginners to professionals. The platform offers a variety of courses and training in highly sought-after fields, such as data analysis, digital marketing, UI/UX design, Microsoft Excel, and the development of soft skills like leadership and communication. These materials are designed by industry experts and practitioners, accompanied by case studies from leading companies, so participants can understand the application of theory to real-world situations.

One of MySkill's key advantages is its flexible learning method. Users can access the materials anytime and anywhere, as long as they have an internet connection. This feature is particularly beneficial for individuals with busy schedules, such as workers, students, or housewives, who want to improve their skills without committing to full-time formal education. This flexibility also includes the choice of learning methods, time, media, and learning approaches, allowing participants to tailor the learning experience to their style and needs. This approach aligns with the principles of adult learning (andragogy), which emphasize the relevance of experiences, real-world problem-solving, and active participation in the learning process. In this context, MySkill provides not only theoretical material but also practical assignments and case studies related to the world of work. Many users have expressed that the learning experience on MySkill feels

realistic and immediately applicable to their professional activities. In fact, some have successfully switched careers thanks to the knowledge and certifications provided by this platform. MySkill also encourages collaborative learning through community features and discussion forums. Participants can exchange ideas, discuss course materials, and share experiences and strategies for completing assignments. The presence of this community not only enriches the learning process but also provides social support and additional motivation for participants to complete the course. This interaction is crucial, especially in adult learning, where the experiences of fellow users are a learning resource that is no less valuable than formal materials. In terms of cost, MySkill offers courses at very affordable prices compared to international MOOC platforms like Coursera or edX. Most courses on MySkill can be taken for under one million rupiah. Furthermore, MySkill regularly holds free classes every month that are accessible to the wider community without restrictions. This is part of MySkill's commitment to supporting equitable access to education, especially in Indonesia, which faces significant geographical and socioeconomic challenges. With its open and inclusive MOOC concept, MySkill reaches users from various regions in Indonesia, including remote areas far from access to formal education. Through the use of technology, this platform is able to transcend geographical boundaries and create equal learning opportunities for all. This is crucial for building digital literacy and preparing the community to face the demands of an increasingly competitive industry. In the context of education, the presence of MySkill is a strategic step to encourage digital transformation in the learning sector. Although it has not yet reached the global scale of some international platforms, MySkill demonstrates that Indonesia is capable of developing an independent educational platform that is relevant, adaptive, and tailored to the needs of the community. MySkill fills a gap that formal education struggles to address, providing fast, concise, and applicable industry-based practical training. More than just an online course platform, MySkill has evolved into a skills development hub integrated with the needs of the workforce. With its practically designed materials, community support, affordable pricing, and high flexibility, MySkill is a strong alternative for those seeking independent upskilling and reskilling. In today's digital age, learning is no longer confined to the classroom; it can be conducted continuously and tailored to individual needs.

Overall, MySkill reflects the transformation of education in Indonesia, making it increasingly digital, inclusive, and affordable. The platform combines technology, andragogical principles, and an industry-focused focus to create a relevant and impactful learning ecosystem. With consistent development, MySkill has significant potential to become a national learning platform known not only for online courses but also as a hub for developing Indonesian digital talent capable of competing globally.

### **3.3 MySkill Users' Motivation to Participate in Massive Open Online Courses**

User motivation to participate in learning on the MySkill.id platform is influenced by various factors, both intrinsic and extrinsic. As a MOOC-based platform, MySkill.id provides flexibility and accessibility that enable users to develop independently and professionally. Intrinsic factors include a desire to improve competency, curiosity about the material being taught, the desire to achieve personal goals, and the motivation to achieve success (Nurdiyanti & Halimah, 2020). On the other hand, extrinsic factors include the need for employment, the potential for increased income, the expectation of recognition, and support from the social environment. Research shows that intrinsic motivation plays a significant role in driving individuals to participate in MOOCs, such as the desire to learn new things, develop skills, and expand knowledge. Meanwhile, extrinsic motivations, such as better career opportunities, the desire to obtain certification, or workplace demands, are also significant drivers. Furthermore, interest in a particular topic, the relevance of the material to their work, academic goals, career changes, and aspirations for online learning experiences are also determining factors for MOOC participation.

MySkill.id users generally express that their primary motivation is to change careers for a better life, as well as to meet job demands that require additional knowledge and skills. Flexibility in terms of learning time and location can be an important consideration, especially for those who are already working or have other commitments. In the context of adult learning, learning motivation is influenced not only by academic factors but also by basic needs such as security, recognition, the opportunity to experience new things, and social needs, according to Flores (Daryanto & Tarno, 2017). Learning motivation arises when individuals realize the direct benefits of the learning process to their lives. Therefore, MySkill.id, as a MOOC platform, has successfully met this need by providing relevant, flexible, affordable, and applicable courses. Overall, user motivation in participating in MOOCs on MySkill.id is a combination of an internal drive to develop and external pressure to adapt to professional demands. This demonstrates the importance of understanding motivation as a key to increasing engagement, course completion, and the real impact of learning on users' lives.

#### 4. Conclusion

Based on research and discussion, MOOC (Massive Open Online Course) learning among adults has unique characteristics that primarily aim to improve skills, knowledge, and obtain certification that can support career development. On the MySkill.id platform, learning is presented flexibly, both in terms of time and location, with material that is highly relevant to current industry needs. In addition, attractive features such as bootcamps and certifications are also available. User motivation in participating in this program is influenced by intrinsic factors, such as the desire to develop and achieve goals, as well as extrinsic factors, such as job opportunities and professional recognition. Ease of access to technology also plays a significant role in encouraging adult interest in engaging in MOOC learning on MySkill.id.

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