

MOOC development with case studies method in strategic management course for students to improve learning quality

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ABSTRAK

Bagaimana pengembangan MOOC mata kuliah Manajemen Strategis dengan metode studi kasus bagi mahasiswa program Magister? Untuk menghasilkan MOOC mata kuliah Manajemen Strategis dengan metode studi kasus bagi mahasiswa program magister, diperlukan inovasi dalam perancangan dan perencanaannya. Penelitian pengembangan ini menggunakan metode penelitian dan pengembangan dengan menerapkan model ASSURE. Data kuantitatif diperoleh melalui uji ahli materi dan uji ahli desain pembelajaran serta uji one to one. Hasil penelitian ini menunjukkan bahwa pengembangan MOOC dengan metode studi kasus sangat layak untuk diterapkan pada mahasiswa program S-2 dengan skor 4 dari 4. Hasil uji ahli desain pembelajaran memperoleh skor 3,7 dari 4 yang menyatakan layak untuk diterapkan pada mahasiswa magister. Penelitian ini diharapkan bermanfaat untuk mendukung Tujuan Pembangunan Berkelanjutan di sektor pendidikan, agar masyarakat luas dapat terus belajar sepanjang hayat melalui MOOC dan agar dapat menjadi panduan dalam mengembangkan MOOC pembelajaran dengan metode studi kasus.



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ABSTRACT

How to develop MOOCs on Strategic Management courses with case studies method for master's program students? To produce MOOCs on Strategic Management courses using the case studies method for master's students, innovation is required in design and planning. This development research uses the research method and development by applying the ASSURE model. Quantitative data was obtained through material expert tests, learning design expert tests, and one-to-one tests. The results of this study showed that the development of MOOCs with the case study method is very feasible to apply to S-2 program students, scoring 4 out of 4. The results of the learning design expert test obtained 3.7 out of 4, declaring that it is feasible to apply to graduate students. This study attempts to help support the Sustainable Development Goals education sector so that the wider public can continue to learn throughout life through MOOCs and so that they can be a guide in developing learning MOOCs with case method studies.

INTRODUCTION

The speedy advancement of technology and information transfer has created a new condition across the globe. This also applies in Indonesia. According to data adapted from [BPS \(2021\)](#), the internet penetration rate in households in Indonesia in 2020 was 78.18%, showing an increase of 4.43 percent compared to 2019 ([BPS, 2021](#)). The increasing use of the internet has certainly affected the growing number of conventional activities that can be carried out in a digital climate. The extremely swift development of science and technology has certainly brought about many changes that are also very rapid in diverse aspects of current life.

Conventional perspectives and jobs have changed into digital jobs. The fields of Education, Economy, Social, and Culture are developing dynamically at high speed. The pandemic conditions have also disrupted the era *but* have become a major challenge in the world of education. According to a survey conducted by the Ministry of Education and Culture in March 2020, 300.000 lecturers and eight million students suddenly transformed into online learning. Based on the results of the survey, 70 percent stated that online learning was considered good or even very good, while 30 percent admitted that there were still weaknesses ([Kemendikbud, 2020](#)). The COVID-19 pandemic has accelerated digital transformation while exposing persistent inequalities in technological infrastructure and institutional capabilities across the Global South ([Hulme, 2020](#)).

In this very dynamic era, universities must be able to respond appropriately and quickly. Undoubtedly, a transformation in learning is required to prepare students to become a responsive generation and ready to face their time without forgetting the culture of the Indonesian nation. Innovation and creativity are decisive in building a sustainable Indonesia following the *Sustainable Development Goals* (SDGs), where Education is used to create *agents of change* for the young generation that brings change, now the latest development is that the young generation must be able to become *agents of producers* who are able to create real change. The Sustainable Development Goals (SDGs) aim to promote inclusive, equitable, and high-quality education while expanding lifelong learning opportunities for everyone. In this context, universities serve as a key to innovation, playing a crucial role in implementing sustainable development concepts effectively ([Wakkee et al., 2019](#)). Rather than focusing solely on traditional commercialisation efforts, universities contribute to sustainable change primarily through education and outreach, particularly in developing countries.

Without a doubt, over time, students' skills regarding the needs and utilisation of technology that are increasingly developing rapidly with various supporting infrastructures can be done through the utilisation of technology known as MOOCs or *Massive Open Online Courses* which have been influential in expanding access to education, providing opportunities for lifelong learning, and fostering a culture of sustainable skills development ([Berde et al., 2024](#); [Ritonga et al., 2023](#)). Digital learning platforms have the potential to make education more accessible worldwide; however, their success largely depends on how well they align with local institutional contexts and development needs. Based on survey data from 164 educators across 15 public universities, this study examines the influence of institutional context on technology adoption patterns. By integrating development theory with technology acceptance models, the analysis identifies three key factors; the gap between awareness and participation highlights broader implementation challenges; past experiences with development initiatives significantly impact adoption trends; and government support plays a vital role in facilitating participation. While MOOCs hold promise for professional development, their effectiveness relies on these contextual factors ([Berde, 2024](#)).

MOOCs, or Massive Open Online Courses, are online courses designed to be accessible to many learners ([Huang, 2024](#)). They emerged in response to the growing demand for flexible and affordable education. MOOCs are characterised by the following features: (1) Massive: MOOCs are designed to accommodate a large number of learners, which is made possible through online platforms that can handle thousands or even hundreds of thousands of learners simultaneously; (2) Open access: MOOCs are generally open to anyone with an internet connection --they are not restricted by traditional entry requirements, making education more accessible to people around the world; (3) Online: MOOCs are *delivered* entirely online, so learners can access course materials, lectures, and assignments through a web-based platform, providing flexibility in terms of when

and where learning takes place; (4) Interactive content: MOOCs often include a variety of multimedia elements such as videos, quizzes, discussion forums, and interactive assignments to enhance the learning experience; (5) Wide range of subjects: MOOCs cover a wide range of subjects, from computer science and mathematics to the humanities and social sciences, of which diversity allows learners to find courses that fit their interests and career goals; (6) Self-paced learning: While some MOOCs have set start and end dates, many are designed to be self-paced -- this flexibility allows learners to progress through the materials at their own pace, accommodating different schedules and time zones; (7) Assessment and certification: MOOCs often include assessments and quizzes to measure participants' understanding of the materials. Some MOOCs also offer certificates of completion or even credit for those who successfully complete the course.

Popular MOOC platforms include Coursera, edX, Udacity, and Khan Academy. These platforms collaborate with universities, institutions, and individual educators to offer a wide range of courses to learners globally. The learning quality of MOOCs is unique in that it has several characteristics that make it valuable to society. MOOCs are designed for a wide audience who want to learn and are not limited. MOOCs are gradually being considered to address the growing number of individuals seeking higher education (HE). MOOCs combine big data and innovative online education since the emergence of COVID-19 and introduce the concepts and methods of combining online education and big data technology in detail. The online education platform also makes a reasonable introduction (Cui et al., 2023, Cui et al., 2024).

MOOCs can also be used to increase participation in lifelong learning and training for many people. MOOCs will certainly provide a complete learning experience for free, increasing access to education for all types of learners, both non-formal and formal because they are free of charge to many people, both in Indonesia and around the world, thus allowing everyone to learn according to their wishes to learn what, where, and when. The review concludes that MOOCs that aim to widen participation in education are an alternative global practice that exists alongside more commercial MOOC offerings (Lambert, 2019, Lambert, 2020).

Based on these conditions, because the development of online learning needs, especially MOOCs, is increasingly massive, researchers have formulated problems related to the provision of MOOCs learning products by how to develop MOOCs in Strategic Management Courses with *Case Studies Method* for Master's Program Students, and how to test the feasibility of MOOCs on Strategic Management Courses with the *Case Studies Method* for Master's Program Students at the University of Indonesia based on expert opinion and expert tests to support efforts to provide high-quality education and anticipate future needs. The MOOC has proven to be an effective tool for increasing knowledge and empowering them in their roles (Lumini et al., 2023).

Based on these problems, this research aims to produce MOOCs on Strategic Management courses using the interactive method of *Case Studies* for Master's Program Students and to analyse the feasibility of MOOCs as a learning medium for Strategic Management Courses with *Case Studies Method* for Master's Program Students based on expert opinions and expert tests to support efforts to provide high-quality education and anticipate future needs. It is necessary to develop the ASSURE model by including the use of case studies in it.

The quantitative survey indicates that MOOCs have a significant impact on Higher Education because they can improve educational outcomes ($t = 23.46$, $p = 0.001$), which supports H1. MOOCs also contribute to a 65% increase in educational outcomes. The findings prove that MOOC classes have a positive influence on the higher education system (Alhazzani, 2020). MOOCs, if well-designed, will improve the quality of learning. In addition, when Case Studies are applied to qualitative courses such as Organisational Behavior where there are cases about organisational behaviour, the level of student satisfaction in learning is high (Dorta-Afonso, 2019; Perez-Dorta, 2022). MOOCs are increasingly popular and expanding with the participation of various institutions and academic experts, especially experts. In addition, elements contained in MOOCs such as course sequences, flexible form designs, and interactive development also contribute to the pleasure of using MOOCs in addition to providing many benefits to participants (Adzhar, 2021).

Based on the explanation above, MOOCs classes have a positive influence and the well-designed ones that are integrated with the case study method can increase the satisfaction of learning quality, especially in lectures that form case analysis skills. Therefore, in this study,

researchers developed MOOCs that have similar characteristics to previous researchers for Strategic Management courses, and then the determination of the *Case Study method Studies* considered right and *appropriate*. In the MOOCs, videos and audiovisuals will be made in each session to be adjusted to achieve the objectives of the course and the application of *the case studies* effectively.

Case method studies provide a unique learning experience and combines theoretical concepts with real-world situations. It will certainly help students in applying the concepts learned in more structured situations and deepen their understanding of the topics studied. The researchers introduced actual and contemporary/current cases to maintain the relevance and interest of participants.

METHOD

This research uses the *research and development method by implementing the ASSURE model*. *Qualitative data were from interviews and quantitative data were from expert material testing by Strategic Management lecturers of the University of Indonesia and expert learning design testing by Educational Technology lecturers of the State University of Jakarta*. The data analysis used was descriptive.

This study mixed quantitative and qualitative approaches. The quantitative calculated the survey results in the analysis and the questionnaire results of the feasibility and effectiveness tests. The qualitative approach reviewed literature and the learning design development process. This research began with preparations, such as discussions with *the subject matter expert* to analyse the characteristics of the students, course objectives, and the needs of the Strategic Management Course used as MOOC learning. The ASSURE learning design model created by [Smaldino et al \(2022\)](#), provides a structured and systematic description of the activities to design a learning program. As seen in [Figure 1](#), there are six general stages in the ASSURE model.

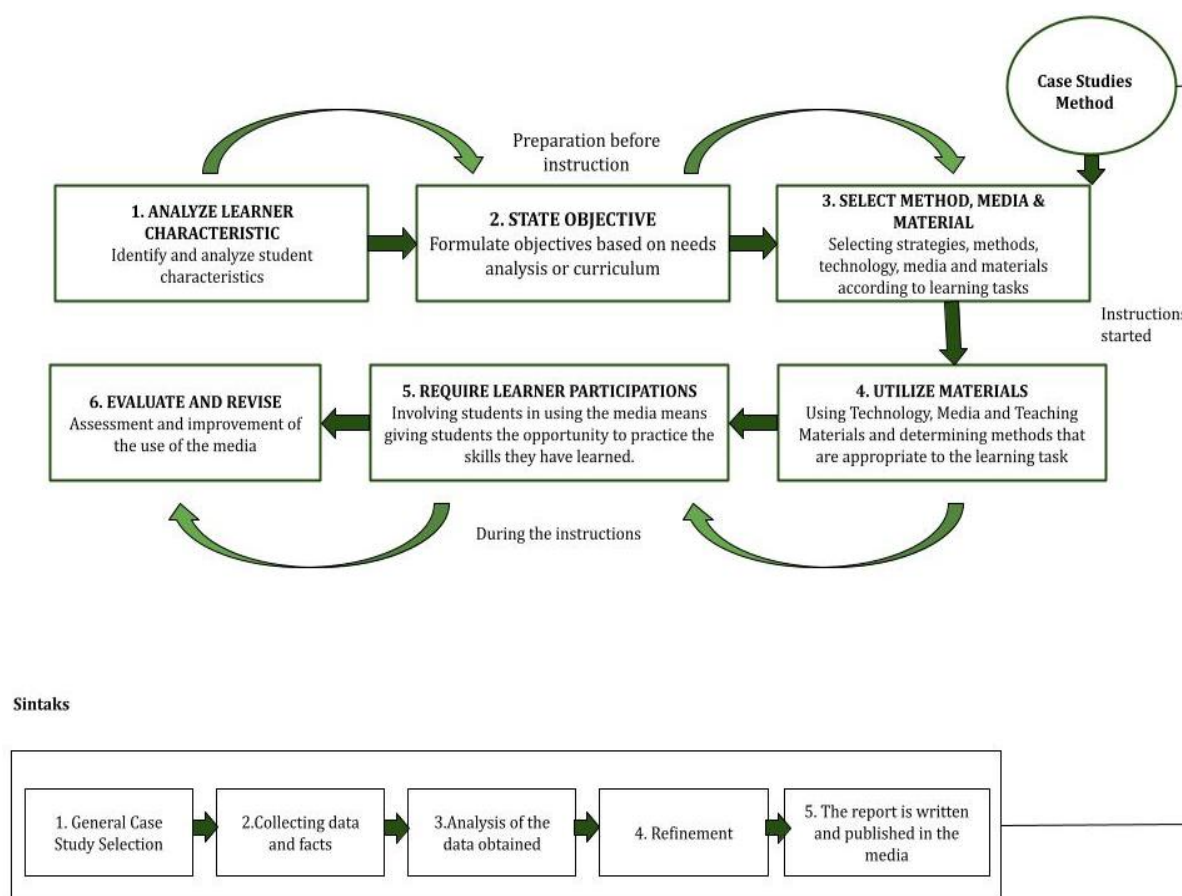


Figure 1. ASSURE model with case development studies for MOOCs (Smaldino, 2022)

Researchers chose the ASSURE Model because it is very suitable for use as a guide in designing the selection and use of media and technology in creating MOOCs learning processes and activities using the *case study method*. The detailed ASSURE steps are as follows.

1) *Analysing the learner*

The initial steps in developing a MOOCs learning system using the *Case method Studies* are identifying and analysing the characteristics of students who will carry out learning activities. Undoubtedly, a good understanding of the characteristics of participants will greatly assist lecturers and instructors in facilitating MOOCs with the *case study method* to achieve learning objectives (Ulfa et al., 2024).

2) *Stating the objective*

At the stage of formulating objectives, the researchers determine learning objectives after analysing student needs and the curriculum to achieve them. Learning objectives inform what students have learned in learning activities. The method is creating a map or skill map arranged logically and systematically. After the competency map is made, the sub-competencies needed by students/learning programs can be determined. The following are TIU & ICT MOOCs Strategic Management developed by the researchers.

3) *Selecting strategy, technology, media, and material*

At this stage, the researcher chose what media is needed to organise the learning program that the researcher would develop. Based on the analysis of student characteristics, the appropriate media is using technology that can be accessed by everyone that can be used anytime and anywhere. The researcher intended to choose massive, open, and online learning, so the researcher chose MOOCs media to develop in the research. Then, what kind of learning method is the most effective when delivering learning materials? To develop the most effective learning method, the researcher used *case studies* because of their focus on problems existing in real life, and by using the case study method, students will later be able to learn the actions or decisions to make from the problem and think analytically of how to handle or avoid such situations in the future. Activities and materials used to support the learning program are videos, assignments, and rubrics developed from the case studies.

4) *Utilising media and materials*

At this stage, the researcher created instructions for using the MOOCs that the researcher developed to make it easier for participants to use the media and learning materials that were developed.

5) *Requiring learner participation*

Involving students in learning activities means giving students the opportunity to implement the skills they have learned. Researchers in developing MOOCs will involve students in learning activities such as *assignments* in the form of quizzes from case studies.

6) *Evaluating and revising*

Ready-to-use MOOCs learning media need to be assessed to test the effectiveness and impact of learning. The researchers evaluated the development of MOOCs by analysing the results of the assessment of the material expert and MOOCs learning design experts using instruments sourced and validated by the author, Professor Eveline Siregar. The ASSURE method is designed to utilise media and technology effectively in creating learning processes and activities, so for the testing process, the most influential are both material experts and learning design experts.

RESULTS

MOOCs development with *case studies* for this stage *analyses learners* that the minimum requirements for MOOC participants are students in Master's programs and are open to prospective students who wish to continue their Master's and young executives from companies who intend to continue their Master's or take *credit-earning*.

As for the general characteristics, they have work experience and are motivated to learn independently. Specific competencies that master students have been that students have work

experience, needless to say, they have career motivation, analytical skills, communication skills, and teamwork skills. *Select* stage results *objective* is producing the development of TIU & ICT MOOCs Strategic Management Courses as follows.

a. Strategic management

Participants are able to formulate (C6) a proposed strategy for a company to maintain its competitive advantage.

b. List of sub-competencies (see Table 1).

Table 1. List of sub-competencies

| No | Sub-competencies | Level cognitive |
|----|--|--------------------|
| 1 | Explain the basic concepts of strategic management and competitive advantage | Understanding (C2) |
| 2 | Describe the importance of corporate objectives for measuring sustainable competitive advantage | Understanding (C2) |
| 3 | Analyse external factors of the company and their influence | Analyzing (C4) |
| 4 | Shows resource factors and their influence on the company related to value chain analysis | Applying (C3) |
| 5 | Apply low-cost strategy for the company | Applying (C3) |
| 6 | Use strategy differentiation for companies | Applying (C3) |
| 7 | Analyse merger and acquisition strategies for companies | Analyzing (C4) |
| 8 | Explain vertical strategy integration strategies | Understanding (C2) |
| 9 | Explain the concept of business models and their impact on competitive advantage | Understanding (C2) |
| 10 | Find alternative strategies that companies can take in facing competition at the international level | Applying (C3) |
| 11 | Find alternative corporate strategies that the company can take | Understanding (C2) |
| 12 | Explain important factors that influence the sustainability of a company such as ethics and business | Understanding (C2) |
| 13 | Explain important factors that can influence strategy implementation. | Understanding (C2) |
| 14 | Explain the role of culture and leadership in the concept of corporate success | Understanding (C2) |
| 15 | Choose a company strategy in dealing with current issues | Understanding (C2) |

c. Competency Map (see Figure 2)

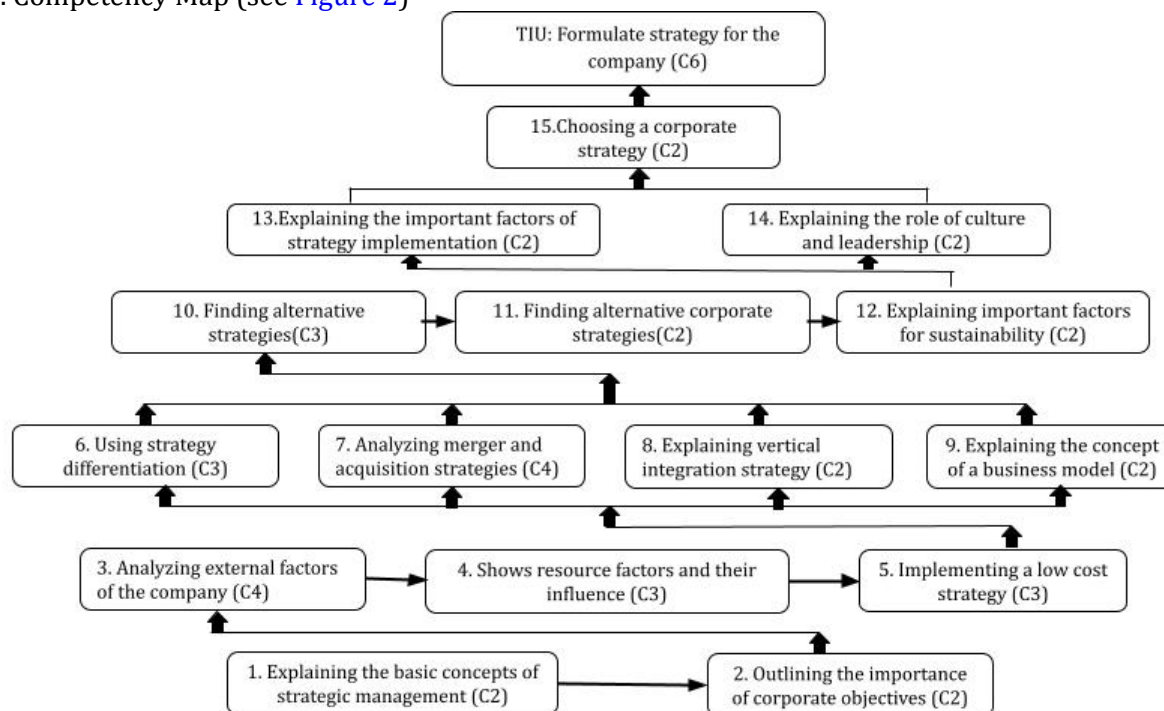


Figure 2. Formulation of specific instructional objectives

Next is the results of the third stage of *Select Strategy, Technology, Media, and Material* that can be reached by everyone and used anytime and anywhere. At the University of Indonesia, the technology used in learning is a website-based Moodle. So, students can do online learning and *self-study*. *Case development studies* are in the 9th and 11th material topics in [Table 2](#).

The result of the fourth stage of *utilising media and materials* is that the researcher created instructions for using the developed MOOCs to make it easier for participants to use the media and learning materials. [Figure 3](#) is the instruction design for MOOCs. The results of the fifth stage require learners, namely involving students in completing *assessments* from *the analysis case studies*. A quiz in the form of an essay invites students to the learning process in the Strategic Management MOOCs, especially for the *Horizontal Merger and Acquisition material, Acquisition Strategies* (see [Figure 4](#)). The quiz contains three essay questions according to the MOOC development plan (see [Figure 5](#)).

The results of the sixth stage of *evaluation and revision* are based on the results of the material test and learning design with experts. The results of this study showed that the development of MOOCs with the case study method is very feasible to be applied to S-2 program students with a score of 4 out of 4. The results of the learning design expert test obtained 3.7 out of 4, which stated that it is feasible to apply to S-2 students. The results of the quantitative product assessment from material experts are in [Figure 6](#). Based on the quantitative product assessment of the data that has been explained, the total value is 44, with an average value of 4/4. Thus, it concluded that this result belongs to the "Very Eligible" category. The results of the expert review conducted by learning design and media experts are shown in [Figure 7](#) and [8](#).

Then, based on the results of the *one-to-one test* of 3 people with an educational background, an average score of 3.58 was obtained (see [Figure 9](#)). This value falls in the "very appropriate" category. The opinions and comments of the first respondent regarding the use of MOOC products with the case study method are that "Participants are invited to think analytically because in the MOOCs, not only material is presented but also case studies so participants can apply the material to problems in the field". Then, the suggestion from the second respondent is, "It needs to be improved to add options and *search features* to find the teaching materials needed. In addition, the availability of the incomplete teaching materials can be improved. Furthermore, it has been very helpful, and the features of searching for teaching materials. The third respondent argued, "With the case study method, participants find it easier to understand the merger and diversification material".

Table 2. MOOC learning activities

| Session | Subject | Implementation and Learning Objectives | Learning Activities | | Method | Media | Assessment | |
|---------|------------------------------------|---|---------------------|----|---|---|------------|----------------------|
| | | | AM | AK | | | Time | Form |
| 1 | Strategic Management | In this topic, MOOC participants learn about the introduction of strategic management for 150 minutes. After participants study this topic, MOOC participants will be able to: explain the basic concepts of Strategic Management and competitive advantage (C2) | ✓ | ✓ | Learn to be independent (Asynchronous Standalone) Discussion (Collaborative Asynchronous) Learning Videos (Asynchronous Standalone) | Slides on Introduction to Strategic Management Discussion Forum MOOCs https://idols.ui.ac.id/ Video Material | 150' | Multiple choice quiz |
| 2 | Sustainable Competitive Advantages | In this topic, MOOC participants will learn about sustainable competitive advantages for 150 minutes. After studying this topic, MOOC participants will be able to: outline the importance of corporate objectives for measuring sustainable competitive advantage (C2) | ✓ | ✓ | Learn to be independent (Asynchronous Standalone) Discussion (Collaborative Asynchronous) Learning Videos (Asynchronous Standalone) | Slides on Sustainable Competitive Advantages Discussion Forum MOOCs https://idols.ui.ac.id/ Video Material | 150' | Multiple choice quiz |
| 3 | Porter's Five Forces | In this topic, MOOC participants will learn regarding porter's five forces for 150 minutes. After learning topic in this MOOC, participants will able to: Analyse factor external companies and their influence with right (C4) | ✓ | ✓ | Learn to be independent (Asynchronous Standalone) Discussion (Collaborative Asynchronous) Learning Videos (Asynchronous Standalone) | Slides about Porter's Five Forces Discussion Forum MOOCs https://idols.ui.ac.id/ Video Material | 150' | Multiple choice quiz |
| 4 | Value Chain Analysis | On this topic, MOOC participants will learn about value chain analysis for 150 minutes. After studying this topic, MOOC participants will be able to: Demonstrate resource factors and their influence on companies | ✓ | ✓ | Learn to be independent (Asynchronous Standalone) Discussion (Collaborative Asynchronous) | Slides about Value Chain Analysis Discussion Forum MOOCs https://idols.ui.ac.id/ | 150' | Multiple choice quiz |

| Session | Subject | Implementation and Learning Objectives | Learning Activities | | Method | Media | Assessment | |
|---------|--|--|---------------------|----|--|--|------------|----------------------|
| | | | AM | AK | | | Time | Form |
| | | related to value chain analysis well. (C3) | | | Learning Videos (Asynchronous Standalone) | Video Material | | |
| 5 | Low-Cost Strategy | In this topic, MOOC participants will learn about low-cost strategy for 150 minutes. After studying this topic, MOOC participants will be able to: Apply <i>low-cost strategy</i> for the company appropriately (C3) | ✓ | ✓ | Learn to be independent (Asynchronous Standalone) Discussion (Collaborative Asynchronous) Learning Videos (Asynchronous Standalone) | Slides about Low-Cost Strategy Discussion Forum MOOCs https://idols.ui.ac.id/ Video Material | 150' | Multiple choice quiz |
| 6 | Differentiation Strategy | In this topic, MOOC participants will learn about differentiation strategies for 150 minutes. After studying this topic, MOOCs participants are expected to be able to: Use differentiation strategies for companies appropriately (C3) | ✓ | ✓ | Learn to be independent (Asynchronous Standalone) Discussion (Collaborative Asynchronous) Learning Videos (Asynchronous Standalone) | Slides about Differentiation Strategy Discussion Forum MOOCs https://idols.ui.ac.id/ Video Material | 150' | Multiple choice quiz |
| 7 | Horizontal Merger and Acquisition Strategies | In this topic, MOOC participants will learn about horizontal mergers and acquisition strategies for 150 minutes and analyze related case studies. After studying this topic, MOOC participants will be able to: Analyse merger and acquisition strategies for companies appropriately (C4) | ✓ | ✓ | Learn to be independent (Asynchronous Standalone) Discussion (Collaborative Asynchronous) Case Study Video Studies (Asynchronous Standalone) | Slide about Horizontal Merger and Acquisition Strategies Discussion Forum MOOCs https://idols.ui.ac.id/ Video Material Video Case GOTO Studies https://www.youtube.com/watch?v=peU0U7UFG00 | 150' | Quiz essay |

| Session | Subject | Implementation and Learning Objectives | Learning Activities | | Method | Media | Assessment | |
|---------|---|---|---------------------|----|---|--|------------|----------------------|
| | | | AM | AK | | | Time | Form |
| | Midterm exam | Midterm exam (UTS) scores are taken from answering quizzes in sessions 1-7 | - | - | - | - | 150' | |
| 8 | Vertical Integration Strategies | In this topic, MOOC participants will learn about vertical integration strategies for 150 minutes. After studying this topic, participants will be able to: Explain <i>vertical integration strategies</i> appropriately (C2) | ✓ | ✓ | Learn to be independent (Asynchronous Standalone) Discussion (Collaborative Asynchronous) Learning Videos (Asynchronous Standalone) | Slides about Vertical Integration Strategies Discussion Forum MOOCs https://idols.ui.ac.id/ Video Material | 150' | Multiple choice quiz |
| 9 | Business Model Concept | In this topic, MOOC participants will learn the business model concept for 150 minutes. After studying this topic, MOOCs participants will be able to: Explain the concept of a business model and its influence on competitive advantage correctly (C2) | ✓ | ✓ | Learn to be independent (Asynchronous Standalone) Discussion (Collaborative Asynchronous) Learning Videos (Asynchronous Standalone) | slide about Business Model Concept Discussion Forum MOOCs https://idols.ui.ac.id/ Video Material | 150' | Multiple choice quiz |
| 10 | The Diamond of National Competitive Advantage | In this topic, MOOC participants will learn about the diamond of national competitive advantage for 150 minutes. After studying this topic, MOOC participants will be able to: Find alternative strategies that companies can take in facing international competition appropriately (C3) | ✓ | ✓ | Learn to be independent (Asynchronous Standalone) Discussion (Collaborative Asynchronous) Learning Videos (Asynchronous Standalone) | slide about The Diamond of National Competitive Advantage Discussion Forum MOOCs https://idols.ui.ac.id/ Video Material | 150' | Multiple choice quiz |
| 11 | Diversification Strategy | In this topic/module, MOOC participants are asked to study diversification strategies for 150 minutes analysing related case | ✓ | ✓ | Learn to be independent (Asynchronous Standalone) Discussion | slides about Diversification Strategy Discussion Forum | 150' | Quiz essay |

| Session | Subject | Implementation and Learning Objectives | Learning Activities | | Method | Media | Assessment | |
|---------|------------------------|---|---------------------|----|---|--|------------|----------------------|
| | | | AM | AK | | | Time | Form |
| | | studies. After studying this topic, MOOCs participants will be able to: Find alternative corporate strategies that can be taken by the company appropriately (C2) | | | (Collaborative Asynchronous) Learning Videos Case Studies (Asynchronous Standalone) | MOOCs https://idols.ui.ac.id/ Video Material Podcast Case Pharmaceutical Chemistry Studies https://spotifyanchor-web.app.link/e/ZhUomXm1XJb | | |
| 12 | Business Ethics | In this topic, MOOC participants will learn about business ethics for 150 minutes. After studying this topic, MOOCs participants are expected to be able to: Explain important factors that affect the sustainability of a company such as business ethics correctly (C2) | ✓ | ✓ | Learn to be independent (Asynchronous Standalone) Discussion (Collaborative Asynchronous) Learning Videos (Asynchronous Standalone) | Slides on Business Ethics Discussion Forum MOOCs https://idols.ui.ac.id/ Video Material | 150' | Multiple choice quiz |
| 13 | Organisation Structure | In this topic, MOOC participants will learn about organisational structure for 150 minutes. After studying this topic, MOOCs participants will be able to: Explain important factors that can influence strategy implementation correctly (C2) | ✓ | ✓ | Learn to be independent (Asynchronous Standalone) Discussion (Collaborative Asynchronous) Learning Videos (Asynchronous Standalone) | | | Multiple choice quiz |
| 14 | Organisational culture | On this topic, MOOC participants will learn about value chain analysis for 150 minutes. After studying this topic, MOOC participants are expected to be able | ✓ | ✓ | Learn to be independent (Asynchronous Standalone) Discussion (Collaborative | Slides about Porter's Five Forces Discussion Forum | 150' | Multiple choice quiz |

| Session | Subject | Implementation and Learning Objectives | Learning Activities | | Method | Media | Assessment | |
|---------|-----------------------|---|---------------------|----|--|---|------------|----------------------|
| | | | AM | AK | | | Time | Form |
| | | to: Explain the role of culture and leadership in the concept of corporate success accurately (C2) | | | Asynchronous) Learning Videos (Asynchronous Standalone) | MOOCs https://idols.ui.ac.id/ Video Material | | |
| 15 | Disruptive Innovation | In this topic, MOOC participants will learn and discuss disruptive innovation for 150 minutes. After studying this topic, MOOC participants are expected to be able to: Choose the right company strategy in dealing with current issues (C2) | ✓ | ✓ | Learn to be independent (Asynchronous Standalone) Discussion (Collaborative Asynchronous) Learning Videos (Asynchronous Standalone) | Slides about Porter's Five Forces Discussion Forum MOOCs https://idols.ui.ac.id/ Video Material | 150' | Multiple choice quiz |
| 16 | Final exams | Final exam (UAS) scores are taken from answering quizzes in sessions 8-15. | - | - | - | - | 150' | |

Instructions for Using MOOCs University of Indonesia on Platform www.idols.ui.ac.id

1 Account Registration

1. Open the website www.idols.ui.ac.id via a browser.
2. Click the "Register" button in the upper right corner.
3. Fill in the registration form with complete personal data:
 - 4. Full Name
 - 5. Active Email
 - 6. Telephone Number
 - 7. Password
8. Click "Register", then check your email for verification.

After verification, log in using the registered email and password.

2 Selecting and Registering for Courses/subject

1. After logging in, click on the "Course Catalog" menu.
2. Search for the desired course using the search field or category filter.
3. Click on the selected course to see the description, syllabus, and schedule.
4. Press the "Register" button to join the course.

3 Taking a Course

1. Once you have registered, the course will be available in the "My Courses" menu.
2. Click on the course name to access the materials.
3. The course materials include:
 - 4. Learning videos
 - 5. Supporting readings
 - 6. Discussion forums
 - 7. Quizzes or assignments
8. Make sure you complete all modules to meet graduation requirements.

4 Participate in Discussion Forums

1. Open the "Discussions" tab on the course page.
2. Click "New Topic" to start a discussion.
3. Reply or comment on other topics to interact with students and instructors.

5 Completing the Evaluation

1. Each course has an assessment in the form of a quiz, assignment, or final project.
2. Make sure you complete all assessments before the deadline.
3. The final grade will be announced in the "Results" menu.

6 Download Certificate

1. If you pass, the certificate will be available on the course page.
2. Click "Download Certificate" to save the certificate in PDF format.

MOOCs Learning Instructions with Case Study Method on Platform www.idols.ui.ac.id

1 MOOCs participants watch video content on Merger & Acquisition material and learning objectives independently

1. Once registered, the course will be available in the "My Courses" menu.
2. Click on the course name to access the materials.
3. The course materials include:
 - 4. Learning videos
 - 5. Case studies
 - 6. Discussion forums
 - 7. Essay assignments
- Make sure you complete all modules to meet graduation requirements.

2 Participants watch the Case Study video/audio in depth

3 Participants discuss and analyze cases in a forum provided to collaborate on analytical skills.

4 Participants work on essay assignments to practice theoretical knowledge in merger and acquisition analysis.

5 Participants reflect on the results of completing the assignment

Figure 3. Instructions for use MOOCs & learning case study on the MOOCs platform

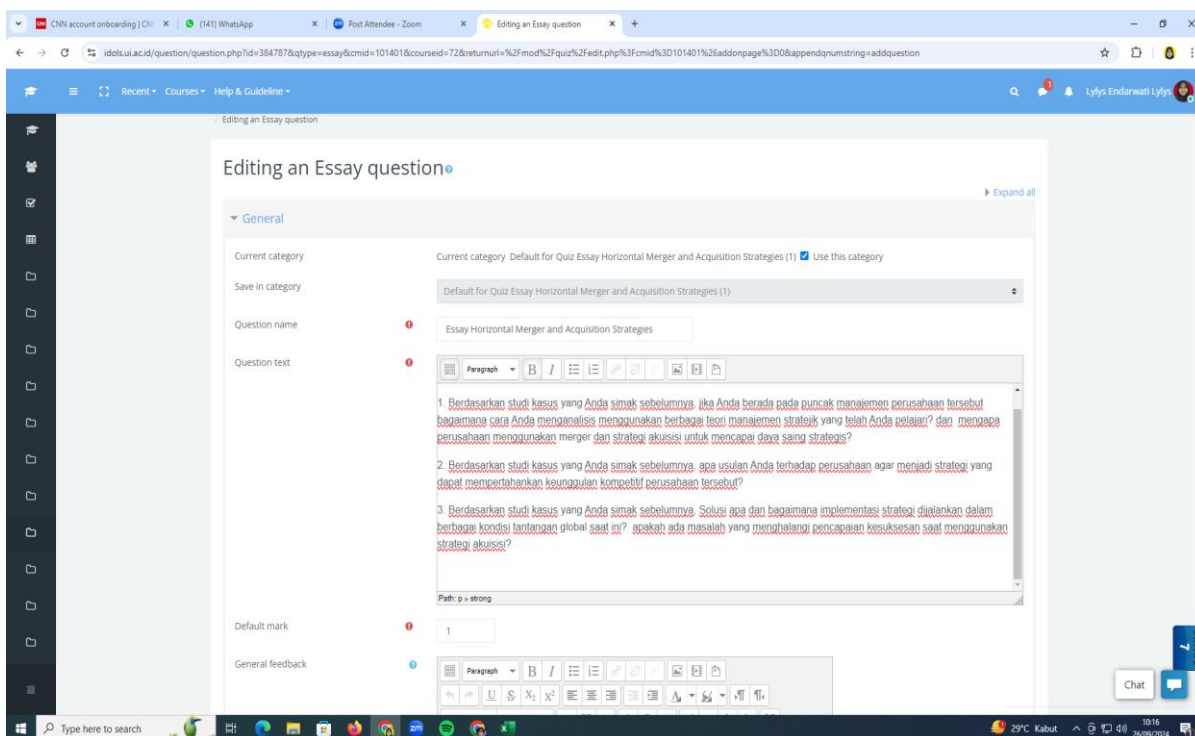


Figure 4. MOOCs assignments essay form quiz horizontal merger material and acquisition strategies

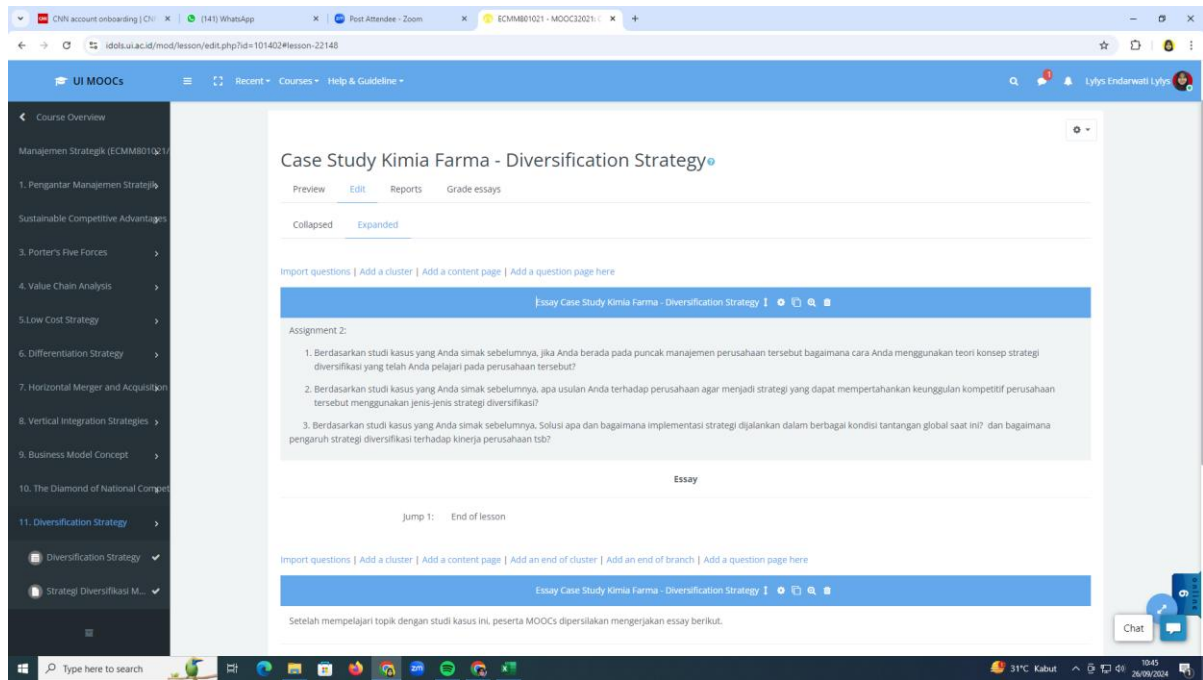


Figure 5. MOOCs assignments essay form quiz diversification material strategy

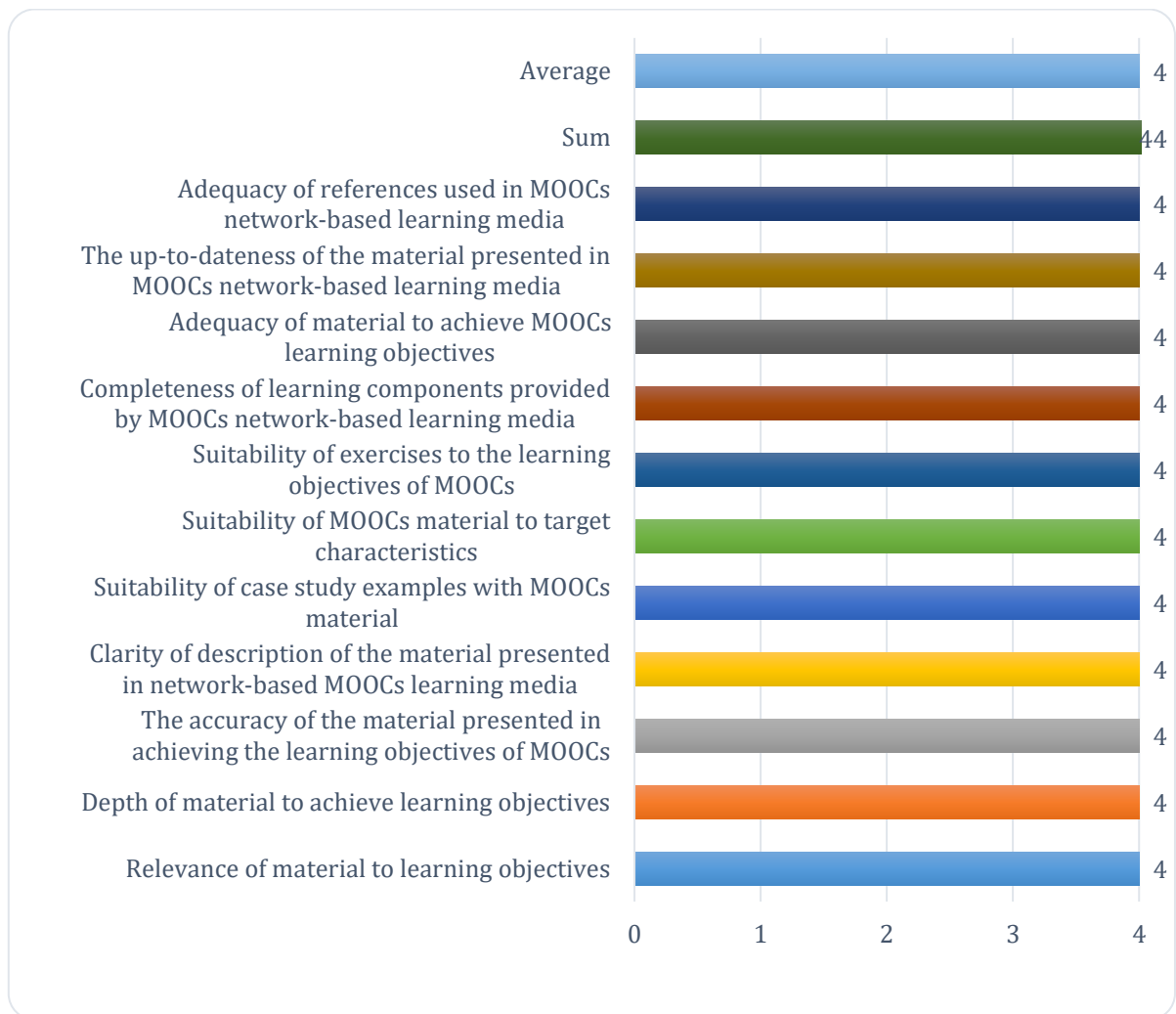


Figure 6. Results of the material expert product assessment

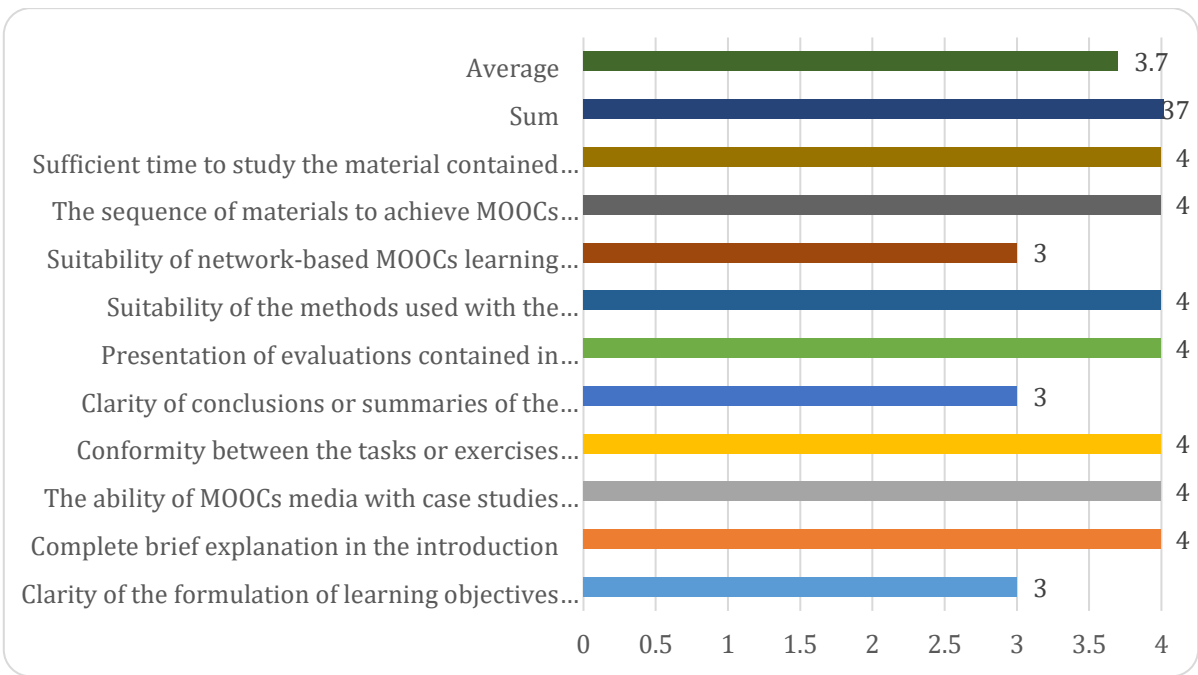


Figure 7. Results of the instructional design expert product assessment

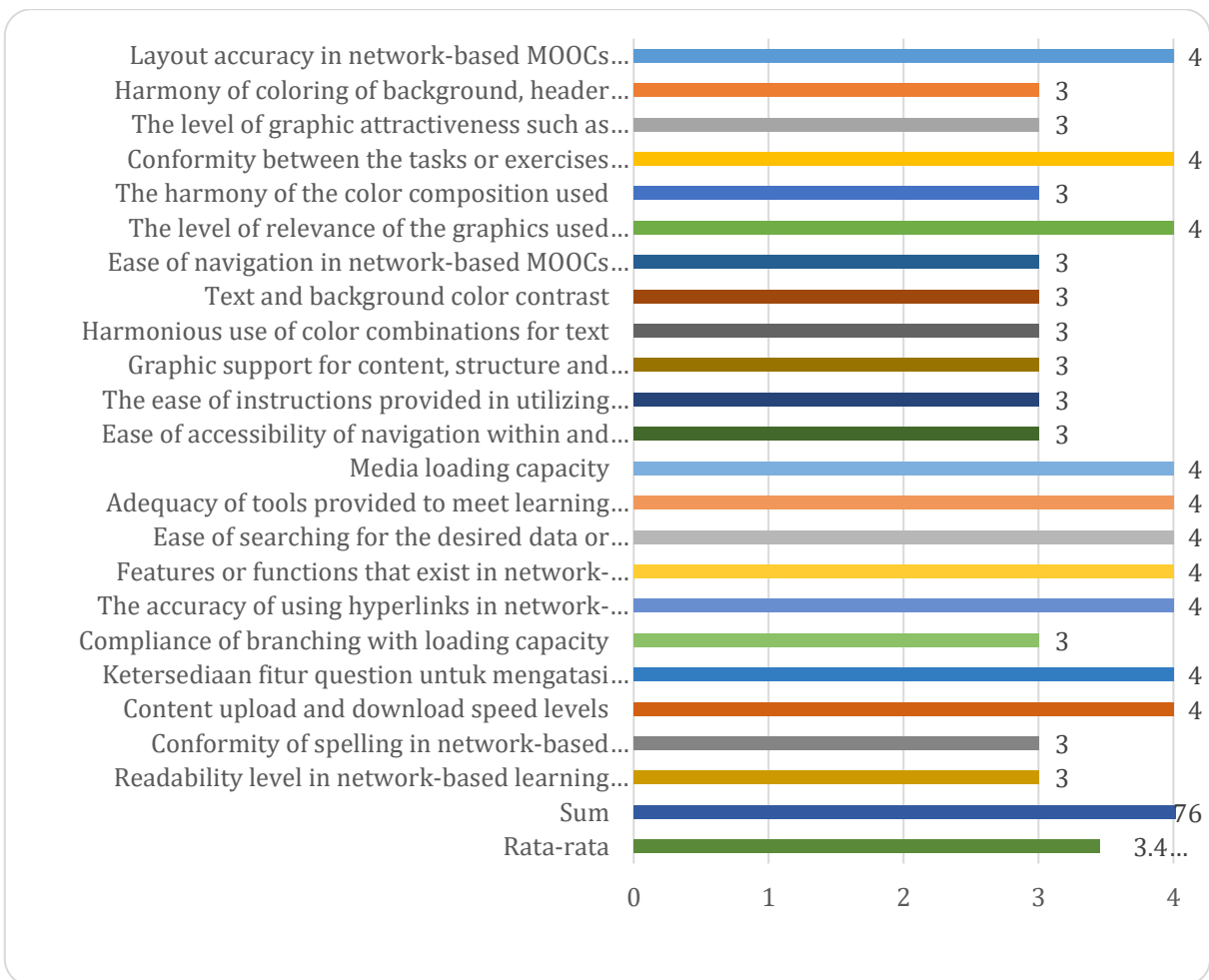


Figure 8. Results of the MOOCs media expert test assessment with the case studies method

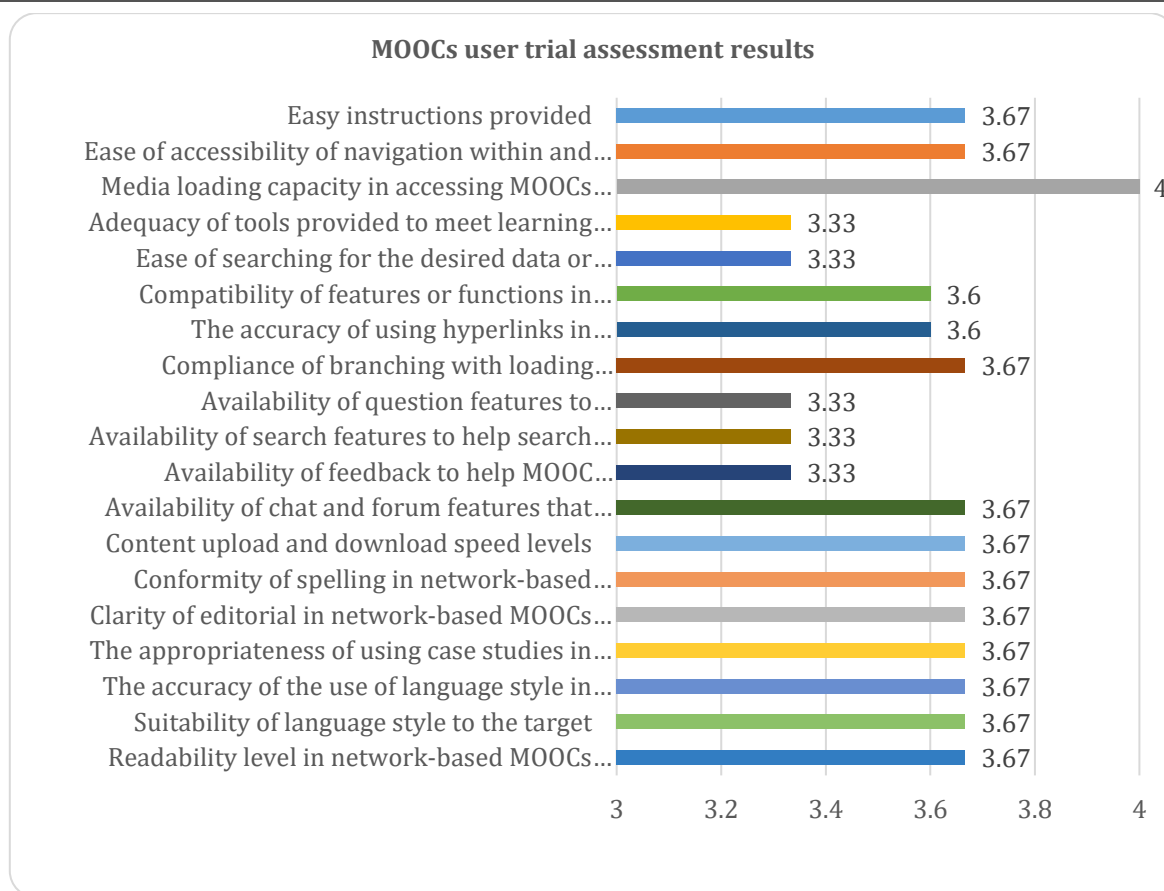


Figure 9. Results of one-to-one evaluation

DISCUSSION

The case study method is a relevant and essential approach for a specific research task within the social sciences (Flyvbjerg, 2006). When a substantial number of well-executed case studies are available, this method significantly enhances the effectiveness and advancement of academics (Kuhn, 1987). Over the past few years, the use of case studies in MOOC research has fluctuated (Kennedy, 2014; Raffaghelli, 2015; and Flyvbjerg, 2006). While extensive literature on case study research design has been produced over the last four decades (Bennett, 2008), along with efforts to establish a typology that aids researchers in structuring and analyzing such studies (Thomas, 2011), interpretations of case studies remain diverse. Today, the case study method is understood in multiple ways. Researchers can employ case studies using qualitative, quantitative, or mixed methods (Montes-Rodríguez, 2019).

The results of this study indicate that the development of MOOCs using the *case study method* is very feasible as educational technology in the Master's program at the University of Indonesia. It is proven by the results of this study that obtained a score from the expert material test of 4 out of 4. In addition, the learning design expert test resulted in a score of 3.7 out of 4, which stated that the development of MOOCs with the case study method is very feasible. This study is expected to support the *Sustainable Development Goals* education sector so that the wider public can continue to learn throughout life through MOOCs, so they can be a guide in developing learning MOOCs with *case method studies*. This finding aligns with the 2030 sustainable development goals (SDGs) to ensure inclusive and equitable quality education and increase lifelong learning opportunities for all (Smith et al., 2020).

In addition, this study is also in line with previous studies that MOOCs contribute to a 65% increase in educational outcomes. The findings show that MOOC classes have a positive influence on the higher education system (Alhazzani, 2020). Another research (Daniel, 2019) also supports this study, showing that MOOCs, when well-designed, will improve the quality of learning. This study highlights that in Case Studies applied to qualitative courses, student satisfaction in learning

is high. In addition, elements contained in MOOCs such as course sequences, flexible form design, and interactive development also contribute to the pleasure of using MOOCs and can provide many benefits for participants (Adzhar, 2021).

In the context of this research, the *case study method* provides a unique learning experience and combines theoretical concepts from the topics presented with real-world situations. These findings will help students apply the concepts learned in more structured situations and deepen their understanding of the topics studied. *Expert review* assesses the development of MOOCs with actual, relevant, and contemporary/current case studies, which can motivate learners to learn Strategic Management MOOCs. The case studies developed in this study are in the form of videos and audio. The development of packaging case studies supports previous research that shorter videos are much more interesting and informal discussions are more interesting to learners (Guo, 2014).

The theoretical contributions of this research are: (1) Pedagogical advancement (the integration of case studies in MOOCs advances pedagogical approaches by enhancing learners' ability to apply theoretical concepts to real-world scenarios that align with the assertion that case studies are essential for social science research) (Flyvbjerg, 2006); (2) Instructional design (the ASSURE model's flexibility proved effective for integrating case studies, contributing to the refinement of instructional design frameworks for MOOCs); (3) Learning theories validation (the study supports constructivist and experiential learning theories by demonstrating that case studies activities foster deeper engagement and understanding); and (4) SDG Alignment (by providing accessible and interactive learning experiences, this approach aligns with SDG 4, which emphasizes lifelong learning and equitable access to education). Practical contributions of this research are: (1) enhanced learner engagement (the inclusion of real-world case studies presented through video and audio formats significantly increased learner engagement), which supports the argument that shorter, informal videos were particularly effective (Guo et al., 2014) and (2) positive impact on higher education (it emphasise the potential of well-designed MOOCs to enhance educational outcomes) (Alhazzani, 2020).

The ASSURE development model that researchers use has also proven to provide a clear structure for developing MOOCs using the *case study method*. ASSURE is very flexible in actively integrating technology into learning, so it produces a very good development design in accordance with the objectives of this study. Future research should explore the long-term impact of case-based MOOCs on learner outcomes. Further studies can investigate the applicability of this approach in other disciplines. By leveraging the case study method and the ASSURE model, MOOCs can become powerful tools for enhancing higher education and supporting lifelong learning.

CONCLUSION

This research has resulted in the development of MOOCs with the *case study method in the Strategic Management* course using the ASSURE development model by actively integrating technology in learning to produce a recommended development design relevant to the objectives of this study. The ASSURE development model that was developed through a series of systematic stages, including *analysing the learner, selecting an objective, selecting method, media, and strategy, utilise media and materials, and revising and evaluating* was proven to be feasible to be applied to design MOOCs with case studies for graduate students at the University of Indonesia. Each stage in this development model provides a systematic and structured framework for designing and implementing MOOCs with case studies.

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Author Contributions

The authors made significant contributions to the conception and design of this study. The authors are responsible for the analysis, interpretation and discussion of the results. The final manuscript was read and approved by the authors.

Conflict of interest

The authors declare that there is no potential conflict of interest.

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Data availability statement

All data are available from the authors.

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