

THE DEVELOPMENT OF TOURISM PROMOTION MOOCS ON SOCIAL MEDIA

Yasir Riady¹, Gunawan Wiradharma², Melisa Arisanty³, Isma Dwi Fiani⁴

^{1, 2, 3, 4}Universitas Terbuka (INDONESIA)

Abstract

Some places in Indonesia are tourist destinations that have the potential to be excellent for domestic and foreign tourists. However, the natural potential needs to be properly socialized to tourists. An effort is needed in the form of training on popular topics to hone community skills in promoting tourist destinations to the community through MOOCs. This research aims to produce MOOCs entitled *Tourism Promotion in social media*, which the general public can later follow. These MOOCs provide participants with the skills to apply the ability to use social media as a medium for professionally promoting tourist destinations. This ability can be learned and developed to optimize social media for tourism promotion so that the number of tourists in the place can increase. The type of MOOCs developed is xMOOC using the ADDIE Model. MOOCs consist of seven materials, namely (1) Tourism Promotion Potential, (2) Introduction of social media as a Tourism Promotion Media, (3) Writing Social Media Tourism Promotion Messages, (4) Social Media Photography Techniques, (5) Tourism Promotion Image Selection on Social Media, (6) Tourism promotion content posting strategy, and (7) Social Media Management for Tourism Promotion. The development of MOOCs opens up wide opportunities to be used as an open and massive learning platform to develop one's skills in managing a tourist spot.

Keywords: destination branding, MOOCs, social media, tourism promotion.

1 INTRODUCTION

It has become a trend in the academic world at universities to develop an open course that anyone can follow massively online. Universities have begun to open themselves as wide as possible for the general public to have learning experiences and participate in higher education through massive open online courses or MOOCs. MOOCs are massive, online, and open learning platforms that are included in one form of distance learning or distance learning with a wider and more massive scale (Pomerol, Epelboin, & Thoury, 2015). The need for academic material and the potential of MOOCs that can be accessed by anyone openly and massively encourages the idea of developing a massive open online course that is useful for honing one's abilities or skills so that one can have the ability, experience, knowledge, and networking in the digital learning era.

The global community's interest in MOOCs continues to increase. The latest statistical data from Class Central shows that MOOC participants globally reach over 101 million people, which is increasing from previous years. They follow one or more MOOCs from around 900 educational institutions that provide MOOCs through various platforms (Belawati, 2019). In addition, the implementation model for MOOCs continues to evolve. At first, MOOCs were massive and non-profit, but now they have grown to a less massive and commercial value (Shah in Belawati, 2019). Likewise, MOOCs, originally more of an informal online learning process, have now begun to be

recognized as a pathway for formal education toward awarding degrees. Furthermore, many universities worldwide recognize the 'credits' students earn from participating in other colleges' MOOCs (Belawati, 2019).

The development of MOOCs for academic purposes is expected to increase the digital literacy of the millennial generation so that they can learn successfully in the era of digital learning in universities and complement several MOOCs that already exist in the world and Indonesia. MOOCs are the right platform to increase knowledge and experience because, during the learning process, MOOCs automatically help improve a skill digitally (Stewart, 2013). The results of the study by Littlejohn, Beetham, and McGill (2012) also show that participating in online learning has developed digital literacy skills indirectly. Furthermore, when MOOCs are integrated with academic programs and curricula, they can improve academic performance (Lambert & Alony, 2015).

The development of MOOCs has disrupted the organization of educational institutions. MOOCs can provide flexibility, ease of access, and speed of completion at a low cost for anyone interested in learning (Yuan & Powell, 2013). MOOCs have significantly disrupted the educational model in higher education. Educational institutions are starting to rethink the courses offered with different ways of learning and unique learning experiences with the presence of MOOCs (Conole, 2016). MOOCs have provided benefits and increased added value in the world of education (Waks, 2016).

The development of Massive Open Online Courses (MOOCs) has become a trend for government and non-government educational institutions to open access to education and disseminate knowledge for all mankind (education for all) so that they can learn for life (lifelong learning) (Johar, Zubainur, & Hayati, 2020). However, some of the existing MOOCs currently contain learning about the content (learning what to learn), and only a few MOOCs focus on popular knowledge or skills to hone skills to support life in the era of the industrial revolution 4.0.

In 2014, Universitas Terbuka (UT) also started offering 14 MOOCs which can be accessed at <https://moocs.ut.ac.id/>. To further strengthen UT's position as a pioneer and innovator of distance education in Indonesia, UT needs to develop MOOCs with various materials, both academic and popular skills needed by the community. One of the MOOCs that will be developed through development research is entitled Tourism Promotion in Social Media. The MOOCs developed in this study are xMOOC. The xMOOC pedagogy is more structured, with the MOOC developer

preparing materials in advance. The learning materials that have been prepared in the LMS consist of eight sessions which will end with a competency test to get a certificate of graduation if you pass and a certificate of accomplishment if the participant does not pass. The learning process in xMOOC is designed to follow the material flow, including video material. It consists of assessments that are assessed automatically by a computer. In xMOOC, the learner will be passive because the teacher has designed everything, with the learning process also usually scheduled within a certain deadline. (Belawati, 2019).

Several places in Indonesia are tourist destinations that have the potential to be excellent for domestic and foreign tourists. Beautiful panoramas with amazing natural scenery open up potential as one of Indonesia's main destinations, and its projections can benefit the government and the surrounding community. The natural potential that exists should be socialized to potential tourists. In this case, a comprehensive effort is needed from all parties, especially the local government, state apparatus, tourism business actors, and the community. All components of society need to be pioneers in using social media as a tourism destination branding effort. Even so, some places with attractive tourism potential have yet to optimize various promotional media, such as social media, to publish as widely as possible about the beauty of tourist destinations in those places (Riady *et al.*, 2021). Therefore, development research activities focus on making tourism promotion MOOCs on social media the main promotional media aimed at increasing the destination branding of a tourist place. In the future, tourist destinations in a place can experience an increase in tourists and make the place one of the favorite destinations for domestic and foreign tourists.

Entering the era of the Industrial Revolution 4.0, there needs to be a new strategy to improve the tourism sector in Indonesia. One of them is the use of digital media which is considered a technological development with systematic thinking in identifying locations, opportunities, and information to revolutionize human life in carrying out their activities. With this momentum, of course, there is the presence of digital media that can be used to increase tourism's contribution. Therefore, introducing tourism with digital media can be an attractive strategy to compete in world tourism. Moreover, promoting tourism in Indonesia using digital media has great potential to increase destination branding in Indonesia (Riady *et al.*, 2021).

One type of digital media that has the potential to increase promotion is social media. It is a platform that allows all its users to access it easily, anywhere and anytime. In the world of promotion, social media has the opportunity to create viral content that can be widely spread in

the community in a fast time. Moreover, not only can domestic people see and read social media content, but also foreign people can access and view different content on social media. It is because social media users from all communities in Indonesia and abroad are very large.

The advantages of social media have yet to be used properly by the community to promote tourist attractions in the vicinity. As a tourist destination with extraordinary natural beauty and tourism promotion that is not supported by optimal promotions and publications, the existing state apparatus and the entire community need to use social media optimally. Many local governments and state apparatus in urban villages on other islands can serve as examples of good publicity and promotion of the natural resources around them. Based on these problems, skills training is needed in optimizing social media as a medium for tourism promotion in the form of MOOCs. The development of MOOCs regarding strategies for the use and management of social media will improve skills and knowledge on how to promote tourist destinations so that, in the future, they will contribute to the success of tourism destination branding in Indonesia.

2 METHODOLOGY

The research method used was *research and development* to produce certain products and test the effectiveness of these products (Sugiyono, 2017). The product produced in this study is in the form of Massive Open Online Courses (MOOCs) entitled Tourism Promotion on Social Media which is expected to increase the destination branding of a tourist place aimed at tourism actors or the general public. The development model used in this study is the ADDIE model, one of the systematic learning design models. This model is structured programmatically with systematic sequences of activities to solve learning problems related to learning resources that follow learners' needs and characteristics. This model consisted of five steps, starting from the Analysis stage, which identifies problems through needs analysis based on tourism actors and experts through interview techniques. Second, the Design stage is the stage of making MOOCs material design developed based on the needs analysis results. Third, the Development stage is the stage of making MOOCs material according to the design stage, namely making PPTs, videos, discussion questions, formative tests, and summative questions. Fourth, the Implementation stage is by taking concrete steps to apply the learning media to several experts. Finally, the Evaluation stage is carried out to evaluate the MOOCs that have been developed with a validation assessment by experts (Tegeh & Kirna, 2010).

3 FINDINGS and discussion

This research results in Massive Open Online Courses (MOOCs) entitled Tourism Promotion in Social Media. The presence of Tourism Promotion MOOCs on Social Media is a breakthrough or innovation that aims to improve popular skills in the industrial era 4.0, especially in tourism promotion. The development of MOOCs is based on the needs of tourism actors, according to experts, to improve the destination branding of a tourist place.

The steps in the development of MOOCs were adapted from the ADDIE development model. The model consisted of five stages: analysis, design, development, implementation, and evaluation. This study's five stages were summarized into three parts: needs analysis, development, and eligibility testing.

The needs analysis stage was carried out by conducting interviews with material experts to identify things that must exist in the Tourism Promotion MOOCs on Social Media. The results of research and data collection that had been obtained were used for the next stage, namely development. The development section consisted of two stages, namely Design and Development. The initial development stage was the design of material content and image design that was tailored to the popular skills needed by the community. Then, MOOCs were developed using a Learning Management System (LMS) and a self-paced instruction model. The next was the eligibility test section, which consisted of two stages: Implementation and Evaluation. After being developed, MOOCs were implemented by experts involving media, material, and language experts to assess and determine the eligibility and shortcomings of the MOOCs being developed so that they can be revised. After that, the media evaluation stage was carried out by making improvements to MOOCs based on the assessment of experts.

3.1 Analysis Stage

In this stage, interviews with tourism experts were conducted to find the material needs that must exist in MOOCs. The interviews were semi-structured around the respondents' experiences and opinions regarding tourism promotion in Indonesia. The following is a needs analysis interview for developing Tourism Promotion MOOCs on Social Media.

Expert Needs Analysis

Based on interviews with experts, tourism promotion in Indonesia still needs to be improved. The tourism promotion strategy has yet to be implemented effectively and is still conventional. Promotions carried out by each region in Indonesia are also unevenly distributed.

“For now, tourism promotion is sporadic, which means that sometimes some can be creative, and sometimes some are very conventional. Therefore, the understanding related to tourism promotion is not deep and not comprehensive in every area.”

This is in line with Prasetya's research (2011) because one of the problems in the Indonesian tourism industry is the lack of optimal management of marketing aspects, lack of budget for promotion costs, and supporting facilities in tourism promotion centers. In addition, according to Lastri (in Wihastuti & Oktavia, 2021) in the Gerbosari Kulon Progo tourist village research, stated that the development of sectoral tourism potential is still sporadic and has not been directed in a structured way to support the development of tourist villages as the main strategy to encourage economic progress. The mapping of tourism potential, which is the basis for planning the development of tourist villages, has not been carried out, so the village government does not yet have a basis for determining a measurable and targeted development strategy.

According to expert information, knowledge about tourism promotion is important to increase tourists. Furthermore, with good tourism promotion knowledge, tourism actors can determine effective promotion strategies for their tourist attractions.

“Promotion is a must so that many people know that there are tourist attractions that we are promoting. By knowing the promotion, we will also know what strategies are suitable to be used to promote, especially now that technology is increasingly sophisticated. Because all social media opportunities are easy to go viral, it is easy to attract tourists in the future.”

Tourism management is like a business; to survive, training and education for its workforce are very important (Zolfani et al., 2015). The quality of adequate human resources will greatly support the development of tourism. The tourism industry is one of the easiest and cheapest ways to increase income growth or Gross Domestic Product (GDP), generate foreign exchange, and be able to create jobs.

Nowadays, technology has also developed rapidly, especially social media. A person can easily carry out promotions that the general public can know through social media. Of course, this becomes the potential to promote tourism through social media.

“Today's social media has many users right, and it is not limited to age anymore. Everyone can access news and even look for vacation destinations or cool staycations. Therefore, social media is effective as a communication strategy in improving the

branding of tourist attractions. Plus, the influence of influencers who give reviews of a place, of course, will have a positive impact on the local tourism ecosystem. Social media has become a suitable place for tourism because tourism itself is judged by the experience... the experience... and social media, which is sharing personal experiences, has become the right characteristic.”

Previous research has shown that using social media has many benefits and advantages in promoting Indonesia's tourism potential and is very helpful in spreading tourism information easily and attracting public attention (Kurniawati, 2017). Further research shows that social media can generate tourist interest in tourism products in a destination, and has the potential to continue to grow on Instagram because it has the potential to be forwarded to various parties, developed using persuasive languages, and make pictures about tourism destinations more recognizable by social media users (Fatanti & Suyadnya, 2015)

Knowledge about tourism promotion is very suitable to be taught through MOOCs media. MOOCs are also considered suitable learning media because they are open and massive

“MOOCs are currently a trend, ... so I think MOOCs are suitable as a learning model for tourism promotion. Of course, many tourist actors need flexible time to study because of their busy work. MOOCs are also easily accessible by anyone so they can be massively taught.”

MOOCs can provide flexibility, ease of access, and speed of completion at a low cost for anyone interested in learning (Yuan & Powell, 2013). MOOCs are massive, online, and open learning platforms that are included in one form of distance learning with a wider and massive scale (Pomerol, Epelboin, & Thoury, 2015). The need for academic material and the potential of MOOCs that can be accessed by anyone openly and massively encourages the idea of developing a useful massive open online course for honing one's abilities or skills. Therefore, one can have the ability, experience, knowledge, and networking in the digital learning era.

In addition, expert interviews also provide input and suggestions regarding material content that needs to be given to the general public, especially tourism actors, to increase their knowledge and skills in tourism promotion. The followings are contents or things that must be included in Tourism Promotion MOOCs on Social Media.

“In my opinion, it is necessary to provide feature learning videos and practice questions to make it interesting, interesting, and easy-to-understand learning PPTs (power points)

and material in the form of practical tips on using social media. In essence, the materials provided must develop tourism promotion skills. A discussion forum to solve a problem must be held. Then, you need other enrichment materials or open education resources (OER) to complete it.”

3.2 Design & Development Stage

This research was focused on the development and content of MOOCs using a Learning Management System (LMS). The learning structure is designed by applying a self-paced instruction model that allows participants to manage their learning time according to their respective abilities. This research topic developed the popular skills needed by the community, namely the skills to use social media for tourism promotion. This research was carried out with the following steps.

1. Making materials in the form of PPT consists of the following materials. The materials were adapted to the concepts and theories according to the reference.
 - H. Tourism Promotion Potential
 - I. Introduction of Social Media as Tourism Promotion Media
 - J. Writing Social Media Tourism Promotion Messages
 - K. Social Media Photography Techniques
 - L. Selection of Tourism Promotion Images on Social Media
 - M. Tourism promotion content posting strategy
 - N. Social Media Management for Tourism Promotion.
2. Making materials in the form of posters so that participants can easily get the gist of each material with an attractive appearance.
3. Making videos with graphic animation techniques so that the display looks contemporary and attractive.
4. Making questions (Practice and Formative Tests) for each session
5. Preparing introductions session, material descriptions, and summaries of each session
6. Review by experts on the MOOCs material that has been made
7. Revising the results of the review
8. Uploading materials on the MOOCs UT *Learning Management System* (LMS)

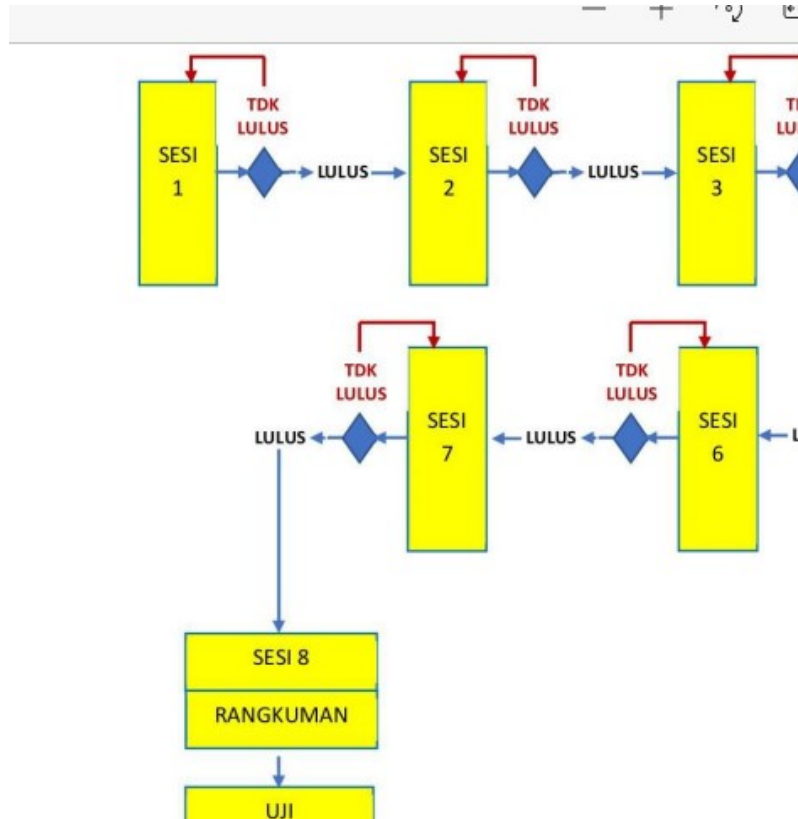


Figure 1. Cycle 1—8 LMS MOOCs Model Self-Paced Instruction

3.3 Implementation & Evaluation Stage

The eligibility of the developed MOOCs needed to be tested practically. It was done to assess the quality and eligibility. The eligibility test involved material experts, linguists, and media experts as respondents. The eligibility test conducted by the experts aimed to assess the MOOCs of Tourism Promotion on Social Media. This test was carried out by experts who had competence in their fields, namely material experts, linguists, and media experts. Experts first tried MOOCs that had been developed and then studied and observed them. After that, the experts were asked to fill out the questionnaire that had been provided. The assessment results were based on the eligibility of the material, language, and media on MOOCs. Here is a more detailed description.

3.3.1 Media Eligibility Test Results

The media validation test assessment includes two aspects, namely (1) visual and audio display of MOOCs and (2) software implementation, and engineering. The results of the assessment of the eligibility of media on MOOCs conducted by media experts can be seen in Table 1.

Table 1. Eligibility Test Results by Media Experts

No.	Aspect	Question Item Number	Average Percentage of Eligibility (%)	Criteria
1	MOOC's visual and audio displays	1—10	80,0	Very Good
2	Software performance and engineering	11—15	83,5	Very Good
Average Overall Score			81,75	Very Good

Explanations of the results of the eligibility test by media experts on MOOCs carried out as are follows:

1. MOOC's visual and audio displays

MOOCs' visual and audio display aspects consist of six indicators: layout accuracy, design suitability, image clarity, writing suitability, music suitability, and video quality. Based on the percentage, the average eligibility of each indicator was 80%. It means that the visual and audio display on this MOOCs media has met the "Very Good" criteria.

2. Software performance and engineering

The performance and software engineering aspects consist of two indicators, namely, the media's ease of use and quality. Based on the average percentage, the eligibility for each indicator was 83.5% which means the performance and software engineering on this mobile learning media have met the "Very Good" criteria. According to the percentage results of these two aspects, the overall average eligibility assessment of the MOOCs media is 81.75% with the interpretation of "Very Good."

3.3.2 Language Eligibility Test Results

The language validation test assessment includes three aspects: the effectiveness of sentences on MOOCs, sentences on communicative MOOCs, and language on MOOCs that are easy to understand. The assessment instrument was made according to the appropriate language standards in the media as needed. The followings are the language eligibility assessment results, which can be seen in Table 2.

Table 2. Eligibility Test Results by Linguists

No.	Aspect	Question Item Number	Average Percentage of Eligibility (%)	Criteria
1	Sentences effectiveness on MOOCs	1 s.d. 5	80,5	Very Good
2	Sentences communicativeness on	6 s.d. 10	77,5	Good
3	The language understandability on MOOCs media	11 s.d. 15	79,5	Good
Average Overall Score Average			79,17	Good

The description of the MOOCs eligibility assessment results carried out by material and language experts is as follows.

1. Sentences effectiveness on MOOCs

The average eligibility percentage for each indicator is 80.5%, which means the effectiveness of the sentences on these MOOCs has met the "Very Good" criteria.

2. Sentences communicativeness on MOOCs

The average eligibility percentage for each indicator is 77.5%, which means that the sentences on MOOCs are communicative by meeting the "Good" criteria.

3. The language understandability on MOOCs media

The average eligibility percentage for each indicator is 79.5%, meaning the language in this MOOCs media is easy to understand with the "Good" predicate. According to the percentage of these three aspects, the result of the overall average assessment of the MOOCs' language eligibility is 79.17%, with the "Good" interpretation.

3.3.3 Material Eligibility Test Results

The assessment of the material validation test includes three aspects: the eligibility of the content on MOOCs media, the eligibility of presenting on MOOCs media, and the use of animated videos on MOOCs media. The following are the results of the eligibility assessment of the material, which can be seen in Table 3.

Table 3. Eligibility Test Results by Material Expert

No.	Aspect	Question Item Number	Average Percentage of Eligibility (%)	Criteria
1	Content eligibility on MOOCs media	1 s.d. 7	81,3	Very Good
2	Presentation eligibility on MOOCs media	8 s.d. 15	79,2	Good
3	Use of animated videos on MOOCs	16 s.d. 20	76,7	Good
Average Overall Score			79,0	Good

The MOOCs' eligibility assessment results of the material carried out by material experts are as follows.

1. The content eligibility on MOOCs media

The content eligibility aspect of MOOCs media consists of two indicators, namely, the suitability of the material with essential competencies and the accuracy of the content of the material. The average percentage of eligibility for each indicator is 81.3%. It means that the content eligibility of this MOOCs media has met the "Very Good" criteria.

2. The presentation eligibility on MOOCs media

The presentation eligibility aspect of MOOCs media consists of two indicators: the technique of presenting the material and supporting the presentation of the material. The average eligibility percentage for each indicator is 79.2%, which means that the presentation eligibility on these MOOCs has met the "Good" criteria.

3. The use of animated videos on MOOCs media

The aspect of using animated videos on MOOCs media consists of one indicator: the animated video component. The average percentage of eligibility for each indicator is 76.7%, which means that the use of animated videos in these MOOCs has met the "Good" criteria. Based on the percentage of these three aspects, the overall average assessment results of MOOCs media material is 79.0% with the interpretation of "Good."

4 CONCLUSION

Based on the expert needs analysis results, it can be concluded that the importance of skills and knowledge in how to promote tourist destinations. Therefore, *the MOOCs for Tourism Promotion on social media* that had been developed will study strategies for utilizing and optimizing social media in promoting tourist destinations so that in the future, they will contribute to the success of tourism destination branding in Indonesia. MOOCs were used because they have the advantage of being a massive, online, and open learning platform that is included in one form of distance learning or distance learning with a more expansive and massive scale.

This study focuses on developing Tourism Promotion MOOCs in Social Media using the ADDIE Model, which consists of three parts: needs analysis, development stage (design & development), and eligibility test (implementation & evaluation). The first part was the needs analysis stage, which was carried out by interviewing experts to identify things that must exist in learning Tourism Promotion MOOCs in Social Media. The second part is the development of MOOCs by creating exciting content and displaying MOOCs. MOOCs consist of seven materials, namely (1) Tourism Promotion Potential, (2) Introduction of Social Media as a Tourism Promotion Media, (3) Writing Social Media Tourism Promotion Messages, (4) Social Media Photography Techniques, (5) Tourism Promotion Image Selection on Social Media, (6) Tourism promotion content posting strategy, and (7) Social Media Management for Tourism Promotion. The third part is the eligibility test by the experts. The MOOCs' eligibility that has been developed needs to be tested practically to assess their quality and eligibility. The eligibility test involved material experts, linguists, and media experts as respondents. The overall average assessment results of the MOOCs eligibility are 81.75% with the interpretation of "Very Good." The overall average assessment results of the MOOCs' language eligibility are 79.17%, with the interpretation of "Good." The overall average assessment results of MOOCs media material are 79.0% with the interpretation of "Good." Based on the results of the media eligibility test, it can be concluded that the resulting MOOCs for Tourism Promotion on social media meet the good criteria and deserve to be used as an open and massive learning platform to develop one's skills in managing a tourist spot.

ACKNOWLEDGEMENTS

The researchers would like to deliver their gratitude to the LPPM of Universitas Terbuka, which funded this research. In addition, the acknowledgment is also to the resource persons and respondents willing to provide input on the resulting MOOCs products.

REFERENCES

- Belawati, T. (2019). *Pembelajaran Online [Online Learning]*. Universitas Terbuka.
- Conole, G. (2016). MOOCs as disruptive technologies: strategies for enhancing the learner experience and quality of MOOCs. *Revista de Educación a Distancia (RED)*, 50. <https://doi.org/https://doi.org/10.6018/red/50/2>
- Fatanti, M. N., & Suyadnya, I. W. (2015). Beyond user gaze: How Instagram creates tourism destination brand? *Procedia-Social and Behavioral Sciences*, 211, 1089–1095.
- Johar, R., Zubainur, C. M., & Hayati, R. (2020). A Study of Teachers' Understanding about the Characteristics of Realistic Mathematics Education through Video. *Journal of Education and Learning (EduLearn)*, 14(3).
- Kurniawati, W. D. N. (2017). Pemanfaatan Instagram Oleh Komunitas Wisata Grobogan Dalam Mempromosikan Potensi Pariwisata Daerah [Utilization of Instagram by the Grobogan Tourism Community in Promoting Regional Tourism Potential]. *Komuniti: Jurnal Komunikasi Dan Teknologi Informasi*, 8(5), 127–143.
- Lambert, S. R. & Alony, I. (2015). Embedding MOOCs in academic programs as a part of curriculum transformation: a pilot case study. *International Conference on Open and Flexible Education*, 1–9.
- Littlejohn, A., Beetham, H., & McGill, L. (2012). Learning at the digital frontier: A review of digital literacies in theory and practice. *Journal of Computer Assisted Learning*, 28, 547–556. <https://doi.org/10.1111/j.1365-2729.2011.00474.x>
- Pomerol, J.-C., Epelboin, Y., & Thoury, C. (2015). *MOOCs: design, use and business models*. ISTE.
- Prasetya, D. D. (2011). Aplikasi Virtual Tour Berbasis Web sebagai Media Promosi Pariwisata [Web-Based Virtual Tour Application as a Tourism Promotion Media]. *Seminar On Electrical, Informatics, and Its Education*, 58–63.
- Riady, Y., Arisanty, M., Wiradharma, G., Fiani, I. D., & Anam, K. (2021). Optimization of Social Media as an Effort to Destination Branding Tidung Island, Kepulauan Seribu. *JCES (Journal of Character Education Society)*, 4(3), 661–673.
- Stewart, B. (2013). Massiveness + Openness = New Literacies of Participation? *MERLOT Journal of Online Learning and Teaching*, 9(2), 228–238.
- Sugiyono. (2017). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D [Educational Research Methods Quantitative, Qualitative, and R&D Approaches]*. Alfabeta.
- Tegeh, I M. & Kirna, I. M. (2010). *Metode Penelitian Pengembangan Pendidikan [Educational Development Research Method]*. Universitas Pendidikan Ganesha.
- Waks, L. J. (2016). *The evolution and evaluation of massive open online courses: MOOCs in motion*. Palgrave McMillan.
- Wihastuti, L., & Oktavia, R. (2021). Masterplan Pengembangan Desa Wisata Gerbosari Kecamatan Samigaluh Kabupaten Kulon Progo [Gerbosari Tourism Village Development Master Plan, Samigaluh District, Kulon Progo Regency. *Jurnal Pengabdian Dan Pengembangan Masyarakat*, 4(1), 1–8.
- Yuan, L., & Powell, S. (2013). MOOCs and Open Education: Implications for Higher Education. *JISC CETIS*. <https://doi.org/https://doi.org/10.13140/2.1.5072.8320>
- Zolfani, S. H., Sedaghat, M., Maknoon, R., & Zavadskas, E. M. (2015). Sustainable tourism: a comprehensive literature review on frameworks and applications. *Economic Research-Ekonomsk*, 28(1), 1–30.

