INTERACTIVE MOOC AS AN INNOVATION IN SELF-LEARNING OF HINDU RELIGION EDUCATION IN THE DIGITAL ERA

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Abstract

Digital transformation has brought significant changes in educational practices, including Hindu Religious Education (PAH). With the development of technology, digital-based learning, such as Interactive Open Massive Online Courses (MOOCs), has become a strategic alternative to support flexible and affordable self-paced learning. This study aims to analyze the effectiveness of the use of interactive MOOCs in improving the quality of PAH independent learning in the digital era from cognitive, affective, and spiritual perspectives. The approach used is the Mixed Method, which combines quantitative and qualitative data to obtain a comprehensive understanding of learning dynamics. The research subjects consisted of Open University students who took MOOC-based PAH courses. The instruments used included questionnaires, in-depth interviews, and documentation studies on learning outcomes. The focus of the survey includes understanding Hinduism through three basic frameworks consisting of *Tatwa, Susila*, and *Acara* and the extent to which MOOC-based learning can encourage spiritual reflection, critical thinking skills, and independent learning. Preliminary results show that interactive MOOCs positively increase students' motivation to learn, conceptual understanding, and active engagement. Interactive elements such as discussion forums, contextual videos, and reflective quizzes have proven effective in building bridges between teaching texts and daily life practices. However, challenges remain, such as limited access to technology, lack of adaptation of materials based on the local Hindu cultural context, and low digital literacy skills of some participants. This study recommends the development of a more spiritual-contextual, collaborative, and value-based model of PAH MOOCs rooted in living Hindu values. Thus, this learning innovation serves as a technological and media solution for religious and character transformation for the younger generation of Hindus in an increasingly dynamic environment. distance learning ecosystem.

Keywords: Digital Transformation; Interactive MOOCs; Hindu Religious Education; Self-Paced Learning

1 INTRODUCTION

The history of the presence of Massive Open Online Courses (MOOCs) began in 2008 when Dave Cormier and Bryan Alexander from the University of Prince Edward Island, Canada, introduced the concept of large-scale online courses that were open to the public. This idea was later developed with Stephen Downes and George Siemens, who are known as pioneers in the Open Educational Resources movement. The initial goal of MOOC development was to provide educational access without space and time limits, thus enabling anyone from a variety of social

and geographical backgrounds to acquire knowledge(Nafa et al., 2021). In a global context, the presence of MOOCs is a symbol of the democratization of education that offers flexibility, openness, and interactivity for participants. As digital technology evolves, MOOCs not only serve as repositories of learning materials, but also evolve into interactive platforms that integrate discussion forums, quizzes, simulations, and project-based learning. This interactivity is what makes MOOCs superior to traditional online course models, because they are able to provide a participatory and adaptive learning experience to the needs of participants.

The development of digital technology has driven significant transformation in the world of education, including in the realm of Hindu Religious Education. Technological integration, especially through the use of open online learning platforms such as Massive Open Online Courses (MOOCs), opens up opportunities for students to access religious teaching materials independently, flexibly, and without space or time limitations(Oksatianti et al., 2022). Interactive MOOCs offer a more dynamic learning experience through the use of videos, digital quizzes, discussion forums, and learning modules that are contextual and participatory (Cahyaningati et al., 2024). In the context of Hindu Religious Education, MOOC-based online learning has not been studied in depth, especially related to its effectiveness in building an understanding of Hindu teachings such as tattwa, ethics (morals), and spiritual practices (events) in real life. On the other hand, digitalization demands a paradigm shift in learning from a one-way instructional model to participatory and reflective learning, where students play an active role in exploring the meaning of religious teachings through independent and collaborative interaction (Anggreni & Rudiarta, 2022)

Digital Hindu learning should ideally not only focus on the cognitive aspect, but also facilitate personal reflection, appreciation of dharma values, and contextual spiritual practices in modern life. However, the challenges faced in the implementation of MOOCs include the lack of instructional design that is aligned with the characteristics of religious education that are holistic and transformative (Anderson & Dron, 2017). Most MOOC platforms still emphasize a technical-academic approach, without accommodating enough space for the formation of the spirituality of the participants. In addition, previous studies have revealed that online learning often faces obstacles in terms of participant engagement and depth of interaction with teaching materials (Bali & Liu, 2018). In the context of Hindu Religious Education, this can have implications for the lack of internalization of spiritual values such as dharma, karma, and moksha which are the core of Hindu teachings (Astleitner, 2020). Therefore, an interactive

MOOC development strategy is needed that can create an immersive, contextual, and spiritual learning experience.

Research by Nafa et al., (2021) It shows that the use of interactive learning designs on digital platforms can significantly increase learning motivation and participant engagement. Therefore, the integration of elements such as discussion forums based on Hindu values, simulations of digital ceremonies, reflections based on epic stories (Itihasa), as well as the use of contextual multimedia, has great potential to strengthen participants' understanding of Hinduism and its application in daily life. This study aims to analyze the effectiveness of interactive MOOCs in supporting independent learning of Hindu Religious Education in the digital era. The results of this research are expected to make a real contribution to the development of technology-based religious learning models that are inclusive, innovative, and adaptive to the spiritual needs of students in the modern era.

2   METHODOLOGY

This research method uses a mixed methods approach with a descriptive-exploratory design to gain a comprehensive understanding of the effectiveness of interactive MOOCs in independent learning of Hindu Religious Education. Quantitative data was collected through an online questionnaire with a Likert scale to measure the motivation, conceptual understanding, and engagement of Open University students who took MOOC-based PAH courses. Meanwhile, qualitative data was obtained through in-depth interviews with a number of selected respondents to explore their experiences in the aspects of Tatwa, Susila, and Events, as well as spiritual reflections that emerged during the learning process. A documentation study of student activities on the MOOC platform, such as participation in discussion forums, reflective quiz results, and the use of contextual videos, was also conducted to reinforce the findings. The data was analyzed descriptively for quantitative trends, as well as thematic analysis for qualitative data, then triangulated to ensure the validity of the research results. This approach allows the research to highlight the effectiveness of interactive MOOCs from cognitive, affective, and spiritual aspects, while also identifying the challenges faced by students in the context of digital literacy, technological limitations, and the need for cultural adaptation.

3   FINDINGS AND DISCUSSION

3.1   The Role of Interactive MOOCs in Facilitating Independent Learning of Hindu Religious Education

Digital transformation has changed the face of education globally, including in religious education. The presence of Massive Open Online Course (MOOC) opens up a new space in the implementation of distance learning with wide scope, open access, and high flexibility (Nasution, 2020). MOOCs not only provide content in digital format, but also provide interactive features that allow participants to learn independently while staying connected in a virtual community. In the context of Hindu religious education, the role of interactive MOOCs is increasingly important considering the need for Hindus to have access to learning the teachings of the Dharma that is not limited by time and space, as well as the challenges of limited teachers, geographical distance, and conventional learning facilities (Ministry of Religion of the Republic of Indonesia, 2022).

Interactive MOOCs differ from conventional online learning because they integrate various multimedia elements, discussion forums, adaptive quizzes, and project-based learning that encourage active participation(Sinariati, 2023). In learning Hinduism, this opens up opportunities to enrich the understanding of in-depth concepts such as Catur Purusartha, Panca Sradha, or Tri Kaya Parisudha through illustrative videos, interactive simulations, and reflective discussions based on case studies (Suyasa, 2021). In addition, the open nature of MOOCs allows collaboration between educators, academics, and Hindu religious leaders to create more authentic teaching content and according to the context of the archipelago. For example, learning about the philosophy of Tri Hita Karana can be integrated with the study of Balinese ethnography or Pasraman practices in Java recorded in documentary video format(Tegeh et al., 2019). This makes MOOCs not just a means of conveying information, but a space for digital interaction to interpret Hindu teachings more vividly.

Hindu religious education emphasizes the importance of a holistic learning process, encompassing aspects of jnana (knowledge), bhakti (devotion), and karma (real action). The concept of self-directed learning in the framework of MOOCs is in line with Hindu teachings that emphasize self-awareness and personal discipline (Tat Twam Asi as universal consciousness)(Yase & Irawan, 2023). Through MOOCs, students or Hindus can set their own learning rhythm, choose topics that are relevant to their spiritual and academic needs, and repeat the material according to the individual's comprehension ability. This strengthens learning

autonomy and fosters intellectual independence which is the main goal of Hindu education(Yulia Ekayanti et al., 2022).

One of the advantages of interactive MOOCs is their ability to create participant engagement through features such as reflective quizzes, discussion forums, and virtual meditation rooms (Gamage et al., 2022). This interactivity is important because Hindu religious education is not only the transmission of knowledge, but also the transformation of values and attitudes. For example, the online discussion forum in the MOOC can be used for joint reflection on the implementation of the teachings of Ahimsa (non-violence) in daily life. Through digital interaction, participants not only learn from the material, but also share spiritual experiences, thus creating an inclusive Dharma learning community (Wulandari, 2021). Furthermore, independent learning through MOOCs can expand the horizons of knowledge of Hindu students spread across various regions of Indonesia, including areas with limited access to religious teachers. Thus, MOOCs become a digital bridge for the equitable distribution of Hindu religious education.

Self-paced learning is an important aspect of digital education, especially with the advent of MOOCs platforms that provide materials openly and flexibly. Interactive MOOCs allow participants to learn according to their own rhythm and needs, through the use of multimedia such as videos, quizzes, simulations, and active discussion forums (Siemens, 2013). For example, in Hindu learning, students can watch videos about the concept of Dharma and then test their understanding through interactive quizzes, then discuss in forums to deepen understanding. Furthermore, MOOC interactivity opens up space for the birth of the Dharma digital community. Online discussion forums, for example, can be used to have a dialogue about the application of Ahimsa (non-violence) or Tri Hita Karana values in daily life. This strengthens the social dimension of Hindu learning which not only transfers knowledge, but also fosters spiritual appreciation through interaction with fellow participants (Wulandari, 2021). This, the history of MOOCs that originated from the open education movement in the West has now found its relevance in the context of Hindu education in Indonesia. Interactive MOOCs are able to bridge the limitations of space and time, while facilitating self-paced learning that is in harmony with the Hindu principles of knowledge seeking, self-control, and spiritual transformation.

3.2 The Influence of Digital Learning on the Understanding and Internality of Hindu Values

The most cutting-edge model of distance open education today is Massive Open Online Courses (MOOCs). MOOCs are present as a new innovation in education that utilizes the internet network to provide access to learning materials from universities and other educational institutions. Its presence can be considered a revolution, as it opens up a virtual meeting room for anyone who wants to take part in continuing education. The popularity of MOOCs makes it one of the leading trends in online learning, as well as a complementary or even replacement alternative to conventional educational programs. Its rapid development has had a significant impact in the world of education, providing opportunities for the birth of new approaches while allowing students to develop learning independently(Oksatianti et al., 2022).

The existence of MOOCs as a revolutionary form of digital learning has a direct influence on the understanding and internalization of Hindu values, especially in the realm of Hindu Religious Education. With their open and flexible nature, MOOCs allow students to access Hindu teachings in a broader, more in-depth, and contextual way. Material about Tri Kaya Parisuddha and Tri Hita Karana can be packaged in the form of interactive modules, virtual discussions, and digital simulations, so that students not only understand concepts cognitively, but are also able to relate them to daily life practices.

The internalization of the values of Hindu Religious Education and Ethics in elementary schools is an important foundation in shaping the character of students who are religious and have noble character. These values are not only normative, but also operational in daily life through the teachings of Tri Kaya Parisuddha and Tri Hita Karana. The teachings of Tri Kaya Parisuddha, which emphasizes the purity of mind (manacika), the truth of words (wacika), and the goodness of deeds (kayika), become an ethical guideline that can strengthen the moral formation of students from an early age(Mahardika, 2025). This shows that the success of internalizing values through digital learning still requires the assistance of teachers and the role of families. Technology is only a medium, while example and direct interaction remain essential in the process of forming morality. Without supervision and direction, digital learning risks only becoming the consumption of cognitive knowledge without touching the affective and psychomotor aspects that are important in religious education. Thus, the integration of Hindu values in digital learning can be a relevant strategy in strengthening character education. If it is designed collaboratively between teachers, parents, and the use of technology, then the

internalization of the values of Tri Kaya Parisuddha and Tri Hita Karana can take place more effectively, contextually, and in accordance with the challenges of modern times

The presence of digital learning has a significant influence on the internalization process of these values. Through digital media, such as interactive Massive Open Online Courses (MOOCs), students can access Hindu learning content in a more engaging, visual, and contextual way. Content in the form of videos, simulations, and interactive stories allows the teachings of Tri Kaya Parisuddha and Tri Hita Karana not only to be understood cognitively, but also to be lived in the form of deep learning experiences. Digital learning not only functions as a conveyor of information but also as a medium for the transformation of spiritual values. Through MOOCs, participants can access materials that integrate cognitive and affective aspects simultaneously. For example, material that raises the concept of karma is not only explained theoretically but also accompanied by case studies and personal reflections on the consequences of actions in daily life.

This is in accordance with the view Tegeh et al., (2019) which emphasizes digital learning should allow reflective interactions to internalize essential values. In Hindu Religious Education, this ability of reflection is very important so that participants not only understand the teachings intellectually, but also implement spiritual values in real life (Kadri, 2022). However, the influence of digitalization on the internalization of Hindu values also has challenges. Not all students are able to filter the abundant information in the digital space. The flow of information mixed between positive and negative values can obscure their understanding of Hindu teachings if they are not accompanied by the guidance of teachers and parents (Astawa, 2020). Therefore, the role of teachers as facilitators as well as role models is very important in ensuring that the values of Tri Kaya Parisuddha and Tri Hita Karana are internalized correctly.

Overall, digital learning has been proven to provide a more flexible, innovative, and adaptive space in strengthening the understanding and internalization of Hindu values. With proper integration, Hindu noble teachings can be instilled more deeply, according to the needs of today's digital generation. Thus, digital learning is not only a means of knowledge transfer, but also a vehicle for the formation of religious and cultural character that is in harmony with local Hindu wisdom (Wentas & Wentas, 2019).

3.3 MOOC Development and Design Strategy Oriented to Spirituality and Contextualization of Hindu Culture

The instructional design of effective MOOCs for Hindu Religious Education must integrate spiritual elements and the local cultural context. Many MOOCs are still generic and focus on technical aspects, so they do not touch on the dimension of spiritual experience and typical Hindu values (Astleitner, 2020). For example, learning modules may include guided meditation based on mantras or an introduction to yajna practices tailored to local Hindu traditions. Sun & Rueda (2020) affirm that the integration of interactive elements and cultural contexts can increase participants' motivation and engagement. Therefore, the PAK MOOCs developed must involve Hindu religious experts and community leaders to ensure cultural and spiritual relevance, so that the learning experience becomes meaningful and applicative. In the context of the development and design of MOOCs (Massive Open Online Courses) for Hindu Religious Education, the internalization of values such as Tri Kaya Parisuddha and Tri Hita Karana should be the main orientation. An effective MOOC development strategy is not enough to provide theoretical content, but it must be able to deliver an interactive, reflective, and applicative learning experience.

First, the digital content in MOOCs needs to be developed in an engaging multimedia format, such as narrative videos, animations, or case studies, which illustrate the application of Tri Kaya Parisuddha in students' daily lives. For example, an interactive module can show a simulation of how a child maintains purity of thought, speaks the truth, and does both at school and at home. This approach is in line with the principle of learning by doing, which is essential for value education(Atmojo & Wardana, 2025)

Second, the MOOC learning design should include reflective activities, such as self-assessment or digital journals, that encourage learners to self-evaluate whether they have applied Hindu teachings in their daily lives. This strategy reinforces the affective aspect of learning, which is often difficult to reach in digital education

Third, the integration of Tri Hita Karana's teachings in MOOC design can be done through online-based collaborative projects. For example, students can be invited to create digital campaigns about environmental conservation (palemahan), virtual social service practices (pawongan), or simple religious rituals that can be done at home (parahyangan). Thus, MOOC learning not only prioritizes cognitive understanding, but also real habituation based on Hindu spirituality

However, the MOOC development strategy for Hindu Religious Education still faces challenges. One of them is to ensure teacher assistance so that values do not stop as abstract knowledge, but are truly internalized in students. Therefore, MOOC design needs to include discussion forum features, online mentoring, or virtual classrooms to maintain interaction between teachers and students (Astawa, 2020). Overall, the development of a Hindu Religious Education-oriented MOOC should incorporate three elements: (1) authentic Hindu teaching content, (2) design strategies that encourage reflection and value practice, and (3) interactions that bridge teachers, students, and family relationships. With this strategy, MOOCs can be an effective means to internalize Hindu values while addressing the needs of modern flexible and sustainable learning.

The MOOC development and design strategy oriented towards Hindu spirituality and culture demands a harmonious integration of digital technology with the values of dharma teachings. It is not enough for MOOCs to present cognitive materials, but also to build learning experiences that foster shraddha and provide space for personal spiritual reflection. The teacher acts as a digital dharma ācārya, who not only conveys traditional teachings, but also guides students through interactive forums and online mentoring. In addition, contextualizing Hindu culture—such as incorporating yadnya practices, art, and local rituals—can enrich the relevance of learning. Thus, the Hindu MOOC is a transformative means that combines tradition and modernity in order to form a deep understanding and internalization of spiritual values towards the main goal of Hindu education, namely moksartam jagatdhita ya ca iti dharmah(Country, 2025)

3.4 Challenges and Solutions for the Implementation of Interactive MOOCs in Hindu Religious Education in the Digital Era

Although Massive Open Online Courses (MOOCs) have great potential in expanding access to Hindu Religious Education, their implementation in Indonesia faces a number of structural, technical, and pedagogical challenges. One of the main barriers is the digital divide, especially limited internet access in rural and remote areas. This condition makes it difficult for some students to follow synchronous or asynchronous learning. Research shows that network limitations and lack of digital devices are significant factors that hinder full participation in MOOCs, digital transformation is also inseparable from challenges, especially limited literacy or public understanding in utilizing digital technology. Therefore, intensive measures are needed to strengthen digital literacy skills(Subawa & Nadya Leonita, 2024).

In addition, another challenge lies in the design of learning. Many MOOCs place too much emphasis on academic aspects, such as knowledge transfer and cognitive evaluation—but ignore the participants' need for spiritual reflection. In the context of Hindu Religious Education, meaningful learning is not only oriented to theoretical knowledge, but also to inner experience and internalization of values. If this spiritual aspect is not accommodated, then learning risks becoming mere information consumption without value transformation(Zidan Fahman Arbi, 2024).

The next challenge is the digital literacy of students. Many students, even teachers, have not yet fully mastered the digital skills necessary to optimize the learning experience through MOOCs. Low digital literacy can cause student alienation, so that interaction on the platform becomes minimal. In fact, Hindu Religious Education emphasizes the value of togetherness, discussion, and collective reflection, which is difficult to achieve if students are not able to actively participate in the digital space.

To answer these challenges, several strategic solutions can be developed. First, MOOC providers need to provide content that can be accessed offline, such as video materials, e-book modules, and downloadable learning audio. This strategy is important to reach students in areas with internet limitations. Second, a digital literacy training program is needed for participants and teachers, so that they are able to operate the platform properly, while using interactive features optimally(Utami et al., 2024)

Third, the development of Hindu MOOCs must integrate personal and spiritual interaction features. For example, through teacher-facilitated online discussions, virtual community-based mentoring, or shared reflection sessions that allow participants to share spiritual experiences with each other. These features can help maintain closeness between teachers and students, even when interactions take place digitally. This is in line with the role of the Hindu teacher as an ācārya who not only conveys teachings, but also guides spiritually.

Furthermore, the design of Hindu MOOCs should adopt a hybrid approach by combining cognitive, affective, and psychomotor elements. The material not only presents teaching texts or videos, but also invites students to do simple practices, such as meditation, joint prayer, or environmental conservation activities based on the principles of Tri Hita Karana. Thus, MOOCs do not stop at information transfer, but rather become a means that shape the spiritual awareness and active involvement of students in daily life.

Ultimately, the implementation of interactive MOOCs in Hindu Religious Education in the digital era will be successful if it is able to balance technological accessibility, content quality, and depth of spirituality. The challenges are significant, but with innovative strategies and collaboration between teachers, educational institutions, and the Hindu community, MOOCs can be transformative learning vehicles that are adaptive to the conditions of participants while being faithful to the main goal of Hindu education, which is to form people who are wise, harmonious, and oriented towards mokshartham jagatdhita ya ca iti dharmah.

4   CONCLUSION

Interactive MOOCs have proven to be an important innovation in supporting the self-paced learning of Hindu Religious Education in the digital age. With multimedia features and discussion forums, MOOCs facilitate a flexible and active learning process, allowing participants to understand Hinduism in a more in-depth and contextual way. Digital learning not only enhances the cognitive aspect, but also facilitates the internalization of Hindu spiritual values through integrated reflection and practice.

However, the success of MOOCs relies heavily on instructional design that accommodates the spiritual dimension and the context of the Hindu local culture, so that learning becomes relevant and meaningful for learners. However, there are still significant challenges, such as limited access to technology and the need to optimize personal and spiritual interactivity. Therefore, the development of Hindu Religious Education MOOCs must continue to be carried out with a holistic approach that combines technology, culture, and spirituality so that digital learning can provide maximum benefits for students at all levels of society.

ACKNOWLEDGMENT

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