

# **MOOC ENGLISH FOR CAREER: A PLATFORM FOR STRENGTHENING THE COMPETENCE OF STUDENTS AND GRADUATES IN INDONESIAN OPEN UNIVERSITY IN FACING THE GLOBAL JOB MARKET**

**Ulul Hidayah<sup>1\*</sup>, Pesi Suryani<sup>2</sup>, Ni Putu Meri Dewi Pedit<sup>3</sup>, Yam Saroh<sup>4</sup>**

<sup>1</sup>*Program Study of Urban and Regional Planning, Faculty of Science and Technology, Universitas Terbuka, (INDONESIA)*

<sup>2</sup>*Program Study of Accounting, Faculty of Economic and Business, Universitas Terbuka, (INDONESIA)*

<sup>3</sup>*Program Study of English Literature, Faculty of Law, Social and Political Sciences, Universitas Terbuka, (INDONESIA)*

<sup>4</sup>*Program Study of Tourism and Hospitality, Kaniva International, Bali, (INDONESIA)*

\*ulul-hidayah@ecampus.ut.ac.id

## **Abstract**

To enhance the reputation and quality of education, many universities have set strategic goals to attain world-class universities. A critical step toward achieving this target is strengthening students' and graduates' international competencies. In recent years, the Indonesian Open University has witnessed a shift trend in its student's enrollment, with an increasing number of new enrollees entering directly after high school. As a result, these students generally have less professional experience compared to those in previous cohorts. Therefore, it is necessary to equip these students with the skills required to become competitive graduates who are employable across national, multinational, and international institutions. This study proposes the development of a MOOC (Massive Open Online Course) titled English for Career, aimed at enhancing the international competencies of students through Distance Learning Program provided by the Indonesian Open University. This course is designed to provide learners with an adequate English language skills to compete effectively in the global job market. Employing a need analysis approach and an online learning model, this conceptual research outlines the development of a MOOC focusing on both spoken and written English proficiency. The course content will be designed to match the global job market's needs. Thus, the course contents are expected to include practical materials such as writing an application letter, CV, resume, motivation letter, portfolio, and preparing for a job interview. The proposed online learning model integrates interactive learning modules, authentic assessments, and robust technical support to ensure effective learning outcomes. This research aims to contribute to the advancement of distance education and the international preparedness of distance learners, thereby supporting the university in its pursuit of world-class recognition.

Keywords: Distance learning, English for Career, global competition, MOOC.

## **1 INTRODUCTION**

The Ministry of Education and Culture has established eight (8) Key Performance Indicators (KPI) used to measure the success of higher education programs in Indonesia. The KPIs for

Higher Education include: 1) graduates getting decent jobs, 2) students gaining experience outside the campus, 3) lecturers engaging in activities outside the campus, 4) teaching practice on campus, 5) lecturers' work results being used by the community, 6) study programs collaborating with world-class partners, 7) collaborative and participatory classes, 8) internationally standardized study programs. From these KPIs, every higher education institution is encouraged to have international competitiveness through various activities initiated by lecturers, students, and alums. In addition to globalization, internationalization in higher education is considered important as a space for developing science and technology (de Wit & Altbach, 2021; Rezaei et al., 2018). Internationalization means an organization is gradually capable to increase its involvement in the international arena, starting with developing a vision, mission, strategic objectives (VMTS), developing international programs, and implementing and evaluating (Tharaba et al., 2025). One competency that can support the achievement of internationalization in higher education is the provision of English language learning (Salih & Omar, 2021; Studer, 2018)

It is, therefore, examining the first IKU in more depth crucial. Universities must develop academic curricula and other skills supporting entry into the workforce. One of the Internal Quality Assurance System (SPMI) standards states that graduates working in multinational/international companies receive the highest value. Furthermore, in the current digital era, numerous digital job opportunities are offered by foreign companies through websites and applications, where job seekers offered employment with foreign companies from various countries through a work-from-home (WFH) system (Adrian et al., 2025; Huws et al., 2018). This opportunity allows *UT*, an abbreviation to call Open University in Indonesia, graduates to prepare for the digital workforce offered by foreign companies across various digital platforms; supporting competencies and core academic competencies are, therefore, needed to help graduates secure admission not only from national but also from international companies/institutions. Referring to this motive, English language skills become the core key maintenance competencies required by students (Budiman et al., 2023); thus, as education providers, universities must facilitate the achievement of these competencies (Gurova et al., 2018).

English needed to cope the market demand specifically refers to English for Business. This course is a course designed to provide specific English language skills in the business field for prospective employees seeking employment opportunities in the global and digital arena. The

program aims to develop English language skills in the context of job searches, both spoken and written skills. The scope of the course material are expected to cover an introduction to the basics of the job market, compiling a CV, writing a resume, writing motivation letters, writing job applications, writing correspondence, conducting job interviews, negotiating business matters, and using basic grammar properly. Thus, this course should cover various basic skills often required in the job search process and fundamental interactions in the workplace. By understanding the importance of English language skills for students in supporting the needs of the global workforce and digital spaces offering digital nomadic job opportunities (Akther, 2022; Alharbi, 2022), this research develops a concept of designing MOOCs on English for Business. The idea of developing this MOOCs aims to develop English language competencies for career purposes in a distance learning environment. Upon the accomplishment, this research is expected to contribute the improvement of education quality in terms of speaking skill in global sphere, the achievement of internationally standardized higher education, and student learning space development aiming at preparing them to enter the global workforce and digital spaces..

## **2 METHODOLOGY**

This conceptual research uses a qualitative approach that emphasizes literature review. Secondary data was collected from journal articles, books, procedural articles, and government documents to achieve the research objectives. During the data collection, important variables include, such as materials needs, instructional objectives, learning design, learning media, and learning evaluation methods. Furthermore, the data was processed using content analysis, an analytical technique describing the collected data (Kleinheksel et al., 2020). The analysis stages include data collection, data reduction, and conclusion drawing.

## **3 FINDINGS AND DISCUSSION**

### **3.1 World-Class University Criteria and International Competence**

Various universities in Indonesia have begun to direct their efforts towards maximizing their potential to achieve world-class status and compete globally (Usman & Hamdan, 2024). A university's success in achieving world-class status is heavily influenced by the core quality of higher education, including research and teaching. The criteria to achieve World Class University (WCU) status and international competence encompass various interrelated

aspects, including accreditation, human resource quality, curriculum relevance to market needs, technology utilization, and international engagement.

Accreditation serves as a measure of the quality and suitability of study programs within a university. Accreditation demonstrates that an institution meets national standards and can increase competitiveness at the international level (Kumar et al., 2020). Accreditation success can directly impact graduate acceptance in the job market and the institution's global reputation (Bagdasarian et al., 2019). In the accreditation process, one of the components assessed is the quality of human resources, particularly lecturers and teaching staff, as providers of learning services to students. Lecturer qualifications and internal quality assurance implementation system positively correlate with improving higher education quality (Makhoul, 2019; Niedermeier, 2017). Furthermore, effective leadership in educational institutions contributes significantly to overall quality development, which is essential in this digital era (Baporikar, 2018; Elistiowati et al., 2021)

Another criterion supporting higher education institutions in achieving international status is the integration of technology in the learning process and institutional management. Integrating an information technology-based internal quality audit system ensures that academic and management activities run according to (Komalasari et al., 2024; Winoto, 2022). Institutions can conduct continuous self-evaluation and better face international challenges (Dwivedi & Joshi, 2019; Pandey et al., 2024). Universities can apply the updated technology in education through international collaboration programs.

International engagement is a crucial aspect of internationally recognized universities. Universities that can establish international partnerships with foreign universities and institutions can improve the quality of their research and mobilize educational resources (Pacheco et al., 2024). It also opens up opportunities for students to gain broader learning experiences abroad. Research collaborations serve as a means to enhance a university's visibility and reputation in the global arena. This approach allows universities to disseminate their national culture and history while adhering to trends towards more inclusive and diverse education (Zhang et al., 2022). Universities with a comprehensive and multidisciplinary vision can serve as centers (Muhtar et al., 2022). International collaboration aims to develop teaching, research, and community service activities to improve the quality of human resources.

Then, the most crucial component in managing a World-Class University is the existence of a curriculum that is relevant and responsive to local and global demands. Institutions must adapt their curriculum to incorporate aspects of entrepreneurship and innovation that can support local economic development while emphasizing international excellence (Ghafar, 2020). It demonstrates the need for direct university involvement in local economic development and the ability of graduates to compete globally through the provision of learning materials integrated into the curriculum (Chankseliani et al., 2021; Rowe & Zegwaard, 2017).

To sum up, the pursuit of World-Class University (WCU) status requires a multidimensional approach that integrates accreditation, the advancement of human resources, the utilization of technology, and international engagement. Each of these elements plays a vital role in elevating institutional quality and global competitiveness. However, at the heart of this endeavour lies the development of a curriculum that is both responsive and adaptive to the evolving needs of local, national, and international markets. By aligning academic content with entrepreneurial, innovative, and industry-driven competencies, universities do not only strengthen their role in local and national economic development but also ensure their graduates possess the knowledge and skills needed in global market.

### **3.2 English for Specific Purposes (ESP) and Career Readiness**

English for Specific Purposes (ESP) has become a crucial education component in preparing students for their careers. This approach prioritizes thorough needs analysis to ensure that the materials and instructions provided align with the specific needs of each student's field of study and desired career. Various English language learning curricula with specific purposes have been developed in business, nursing, accounting, and other fields.

A needs analysis of ESP learning for D4 Financial Accounting students identified key needs, deficiencies, and desires in Specific English learning (Yulientinah et al., 2020). The results of this study indicate a fundamental need for stronger language proficiency related to the subject and career they intend to pursue. Another study also developed an English curriculum for nursing, which will enhance speaking skills for students who wish to communicate with international patients and work in hospitals abroad (Nashir et al., 2022).

Regarding the previous studies, it is noted that various ESP learning materials have been developed according to the needs of each field, enabling students to enter the workforce. The ESP approach aligns with government policy prioritizing developing English language skills

as preparation for careers and academic needs (Umar & Basuki, 2023). Students' career readiness is influenced by a positive attitude, adaptability to career uncertainty, and language proficiency (Callanan et al., 2017).

To sum up, ESP plays a pivotal role in equipping students with language competencies tailored to their academic disciplines and professional trajectories. Grounded in systematic needs analysis, ESP ensures that instructional materials and learning activities directly address learners' specific linguistic demands, thereby enhancing both subject-related proficiency and career readiness. Empirical evidence across fields such as accounting and nursing demonstrates that ESP curricula not only strengthen technical communication skills but also prepare students to navigate international workplace contexts. By aligning with broader educational policies that emphasize language as a tool for employability and adaptability, ESP contributes significantly to fostering positive attitudes, resilience, and professional competence, ultimately supporting students' successful integration into the global workforce.

### **3.3 MOOCs in Distance Education**

Massive Open Online Courses (MOOCs) have become a crucial component of distance education, particularly during and after the COVID-19 pandemic, forcing educational institutions worldwide to adapt to more flexible and technology-based learning methods. MOOCs provide opportunities for many participants to access qualified online education, expanding the scope of learning worldwide without physical boundaries. With features such as open access and rich content, MOOCs can accommodate thousands of students simultaneously, offering various courses from leading universities and institutions (Rasheed et al., 2019; Voudoukis & Pagiatakis, 2022).

Using a Learning Management System (LMS) such as Moodle in the context of distance learning at Universitas Terbuka (Open University) demonstrates how technology helps instructors and students interact despite distance. With an LMS, learning can be structured, facilitating the distribution of materials, learning activities, and assessments (Dejene & Chen, 2019; Martin et al., 2019). During the pandemic, various institutions also adapted distance learning programs to meet pressing learning needs, utilizing MOOCs to address the challenges posed by physical restrictions (Turnbull et al., 2021).

Despite the considerable potential of MOOCs, several challenges remain, such as low enrolment and course completion rates. Research in India indicates that low awareness of MOOCs and pressure from the existing curriculum are major deterrents for students (Patra et

al., 2024). Furthermore, other variables influence student engagement and retention, such as course length and unattractive design (Rodríguez et al., 2019). Systematic evaluation of course effectiveness is necessary to ensure that MOOCs provide a helpful learning experience (Feng et al., 2017). Although MOOCs offer various contributions to distance education, it is important to continuously evaluate and develop methods and strategies to address existing challenges, so that the full potential of MOOCs can be utilized in the context of global education.

Regardless the drawbacks, MOOCs offer potential benefit to both education institution and student. For instance, integrating ESP class with technology will benefit students to access English competencies aiming at improving their personal qualification to secure employment. In addition, teaching ESP urgently requires technology to increase student engagement and facilitate more interactive and engaging learning. Information and communication technology (ICT) in ESP courses allows students to interact and communicate directly in a professional context, which is highly relevant for their future careers (Zeng & Della, 2024). Integrating technology enables the delivery of richer, more flexible content that is not limited by time and space and relevant to the needs of the workplace.

It is noted that MOOCs have emerged as a transformative force in distance education, expanding equitable access to quality learning while fostering innovation in pedagogy and technology integration. Although challenges such as low enrolment, limited awareness, and course completion rates persist, their potential to support lifelong learning and global collaboration remains substantial. When strategically integrated with ESP and supported by ICT, MOOCs can enhance student engagement, provide flexible and contextualized content, and equip learners with language and professional competencies essential for employability in the global workforce. Thus, MOOCs represent not only a response to the demands of the digital era but also a sustainable pathway toward inclusive and career-oriented education.

### **3.4 Online Learning Models and Best Practices**

Online learning models have become necessary in education, especially during the COVID-19 pandemic. Several studies have shown that implementing online learning presents various challenges and that best practices can be implemented to improve the effectiveness of the teaching and learning process. One of the best practices in online learning is implementing a blended learning model, which combines online and face-to-face methods. This model facilitates access to learning materials and increases interaction between students and

instructors (Zhou et al., 2024). Lecturers must adjust their attitudes toward online learning and create a supportive learning environment to motivate students to engage more.

However, this does not imply that the implementation of fully online learning lacks value. By employing efficient learning strategies undoubtedly contributes to the success of online learning. Good self-directed learning strategies, such as time management, self-monitoring, and self-evaluation, are positively associated with student academic achievement (Doo et al., 2023). Students with good self-management skills, who can organize their schedules and learning processes, have a higher chance of achieving success in online learning environments. Therefore, students' active role and engagement in the learning process are also crucial in improving their achievement in online education (Broadbent, 2017). This engagement includes participating in discussions, collaborating with peers, and interacting with lecturers, all of which contribute to a more effective learning process and better academic achievement (Ghavifekr, 2020).

The success of online learning is influenced by the appropriate use of technology to support learning practices. For example, interactive learning platforms can provide students with a more engaging and collaborative learning experience (Qureshi et al., 2023). Tools such as Google Classroom, Learning Management Systems (LMS), and other platforms enable better interaction between students and instructors, enhancing understanding. And mastery of the material. The instructor's role in planning and designing courses, including integrating active learning and ensuring accessible content, is crucial to creating a practical learning experience. On the other hand, student motivation and engagement in online learning are also key factors influencing learning outcomes. The support provided by instructors is crucial for students in overcoming the challenges of online learning (Zhou et al., 2024). Furthermore, developing accredited online programs should enable the absorption of new knowledge and encourage changes in student practices and attitudes (Davies et al., 2017). Motivation is a vital element in online learning. Significant differences exist between student motivation in online and face-to-face learning, which impacts their academic performance (Stark, 2019). Motivation can be divided into intrinsic and extrinsic motivation, with intrinsic motivation tending to support better achievement in online learning contexts. Students with strong motivation and reflective skills about their learning tend to be more successful in online (Wang & Zhan, 2020).



In summary, the effectiveness of online learning is shaped by the interplay of pedagogical design, technological integration, and student engagement. While blended learning offers a promising model by combining the accessibility of online platforms with the interpersonal benefits of face-to-face interaction, fully online learning can also be successful when supported by efficient self-directed learning strategies and strong motivational factors. The role of instructors remains central, not only in leveraging technology to create interactive and accessible learning environments but also in fostering student motivation and sustaining engagement through guidance and support. Ultimately, the sustainability and success of online education depend on developing adaptive, student-centered approaches that integrate technological innovation, active participation, and intrinsic motivation to enhance academic achievement in digital learning contexts.

### **3.5 Needs Analysis in Curriculum Development**

A needs analysis is necessary to ensure that the curriculum is designed to be relevant and responsive to the needs of students, society, and current developments. This concept began to be recognized in the 1960s in the context of language education, particularly English language education, and has been applied to various other educational fields (Jusslin et al., 2022; Komorowska, 2013). The needs analysis process involves identifying required materials, evaluating student characteristics, and collecting data on relevant social and academic demands (Pranoto & Suprayogi, 2020).

As part of strategic management, needs analysis integrates curriculum planning, implementation, and evaluation aspects. It ensures that all elements of curriculum development can be compiled to achieve the educational institution's vision and mission (Khoirurrijal, 2023; Kipasika, 2024). Curriculum adjustments must be designed to meet global demands, provide relevant skills, and ensure that education remains contextual and meaningful (Fitzsimons et al., 2020; Joshi, 2024).

Curriculum development must also consider the characteristics of students as the primary users, particularly regarding how students interact with existing teaching materials and learning methods. This analysis is conducted to ensure the relevance of teaching content and its effectiveness in achieving the desired educational goals (Madani, 2019). Involving students in the needs analysis process can increase their engagement and motivation in learning. Thus, it is significant to note that needs analysis is a dynamic and ongoing. Curriculum updates and revisions must be conducted periodically to adapt to changing needs

and demands emerging in society and developments in science and technology (Kinshuk et al., 2016).

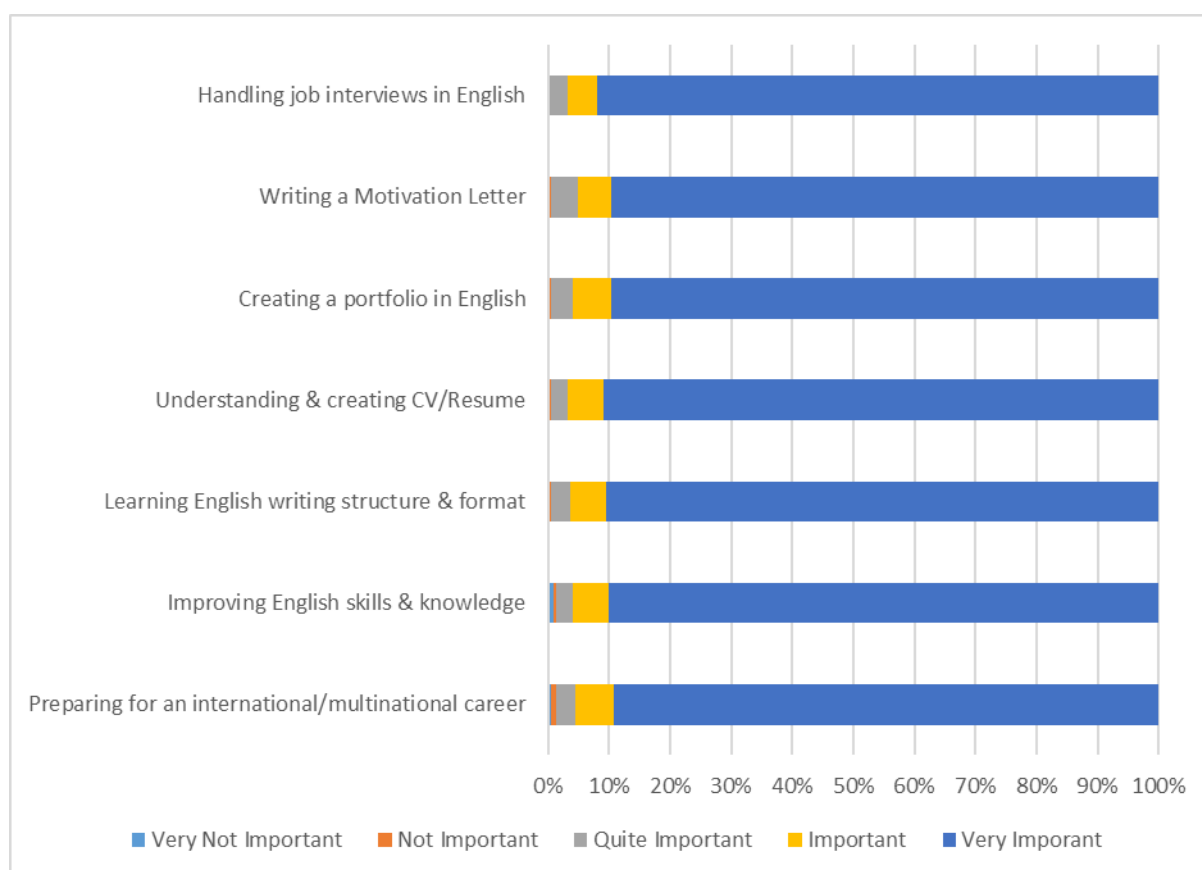
In conclusion, needs analysis constitutes a pivotal foundation for curriculum development, ensuring that educational programs remain relevant, responsive, and aligned with both student characteristics and broader societal demands. By integrating planning, implementation, and evaluation within a strategic management framework, needs analysis not only safeguards the attainment of institutional vision and mission but also strengthens the contextualization of education in light of global challenges. Its dynamic and cyclical nature underscores the necessity of continuous curriculum revision to accommodate evolving scientific, technological, and socio-economic developments. Furthermore, the active involvement of students in this process enhances engagement and motivation, thereby reinforcing the effectiveness and sustainability of curriculum design in achieving meaningful learning outcomes.

### **3.6 Proposed MOOC: “English for Career”**

The learning objective of English for Careers is to improve spoken and written English skills for professional purposes. Furthermore, the course materials are developed to prepare students for international job applications and interviews. This achievement will impact the quality of graduate output. The materials developed in English for Careers are based on a needs analysis. The needs analysis results indicate that students strongly recognized the importance of English skills in supporting their careers.

The data showed that students exhibit a remarkable strong awareness of the importance of English proficiency for International and multinational career development. Specifically, 89.2% of respondents regarded preparing for such careers as very important, with only 1.35% considered it as less significant, underscoring the recognition of English mastery as a fundamental prerequisite for professional advancement in global companies. Likewise, 90.1% of respondents highlighted the improvement of English and knowledge as Very Important, affirming its role as a cognitive requirement in international recruitment process. This emphasis was further reflected in academic writing competencies, where 90.5% of respondents considered learning English writing structures and formats as Very Important, showing a heightened understanding of the pivotal role of formal writing in professional context. Practical career preparation skills also received high ratings, with 91% of respondents identified English CV and resume preparation as a critical component in

establishing professional identity and global competitiveness. Although slightly lower, the preparation of English portfolios was still deemed significant, with 89.6% giving the highest rating and 3.6% adopting neutral stance, suggesting its continued relevance in showcasing individual strengths. Motivation letter writing likewise garnered strong recognition, with 89.6% rated it Very Important and 4.5% remained neutral, though it was perceived as less central compared to CVs and interviews, likely due to its specialized use in contexts such as scholarships or specific programs. Among all assessed competencies, however, English-language job interviews emerged as the most critical, with 91.9% rating them Very Important, and none assigning a low rating. This finding underscores the primacy of oral communication skills in interviews, positioning them as the most decisive factor in leveraging English mastery for career advancement.



*Figure 1. Caption for the figure.*

Based on this data, a learning model framework is developed including material on writing cover letters, CVs, resumes, motivation letters, and portfolios. Materials related to job interview preparation and workplace communication are also included as the main materials needed in building a career in an international company. All materials are arranged in a

learning framework called English for Career as a subject in a Massive Open Online Course (MOOC). The development of MOOCs aims to develop interesting and interactive learning, build an interactive English learning space for students, and develop a learning space for students in preparing themselves to enter the world of work in the global arena and digital spaces.

### *3.6.1 Learning Design and Pedagogical Strategies*

The learning design in the English for Career MOOC must be based on the principles of order, accessibility, contextual relevance, and competency-based learning. The learning structure is modular, from an introduction to functional English to communication practice in real-world work contexts. Learning process emphasizes mastery of language structures and pragmatic skills such as writing or correspondence for job applications and interviews. Digital interaction through discussion forums, quizzes, and simulations strengthen social engagement and build a supportive community of learners.

The multimodal and learner-centered pedagogical strategy are combined with task-based, problem-based, and reflective learning approaches. The task-based learning approach is the core strategy, with activities that mimic real-world work situations such as writing a CV, cover letter, portfolio/résumé, or a simulated job interview. Furthermore, project-based learning and case studies are used to develop critical thinking and problem-solving skills. Social interaction is facilitated through discussion forums, group collaboration, and peer feedback, strengthening the affective and social dimensions of collaborative learning. This design also accommodates diverse learning styles, presenting content in text, audio, video, and interactive visuals. This way, participants learn the language and develop a professional identity in English in a contextual and meaningful way.

### *3.6.2 Interactive learning modules*

In this MOOCs, interactive modules serves as the central learning resource, strategically designed to stimulate both cognitive and affective engagement through the integration of multimedia content, quizzes, and simulations. These modules provide participants with practical opportunities to apply their skills, such as drafting a personal portfolio, preparing a CV in English, or engaging in role-play activities for a job interview. The interactivity of the learning process is further reinforced by an adaptive feedback feature which tailors feedback to participants' inputs, thereby enhancing the personalization of the learning experience. Moreover, each module incorporates elements of independent reflection and self-assessment,

fostering learners' metacognitive awareness and encouraging critical evaluation of their progress. Through this holistic approach, participants not only strengthen their linguistic competence but also cultivate a professional identity in English, equipping them with essential skills for global career development.

### *3.6.3 Authentic tasks and assessments*

The assignments embedded within this MOOC are intentionally designed to reflect authentic communication challenges encountered in the global workplace, thereby bridging the gap between academic learning and professional practice. Authentic assessments require the production of tangible outputs such as cover letters, portfolios, motivational letters, and simulated job interviews, which not only function as both formative and summative evaluations but also foster reflective learning through journals and digital portfolios. Within the English for Career MOOCs, these assessments are designed to assess not only linguistic proficiency but also professional competence and cross-cultural communication skills, ensuring a holistic evaluation of learners' preparedness for international career contexts.. The assignments framework is further reinforced by the use of detailed rubrics that systematically assess linguistic dimensions (grammar and vocabulary) and professional criteria such as the accuracy of career-related documents and the appropriateness of communication etiquette, thereby providing a comprehensive measure of learners' academic and professional development.

### *3.6.4 Formative and summative evaluations*

Formative evaluations are conducted continuously throughout the learning process. They include weekly quizzes, discussions, self-reflection, and automated feedback. The goal is to monitor learners' progress, identify learning difficulties, and provide timely intervention. These evaluations are diagnostic and support adaptive learning. Summative evaluations are conducted at the end of each module and at the end of the course, in the form of practical assessments covering the entire course material. These evaluations provide an overview of the learner's achievement and serve as the basis for certification. These two types of evaluation complete each other: formative as a coaching and reflection tool and summative as a measurement and validation tool. Transparency, fairness, and relevance are key principles in the evaluation process, ensuring participants feel valued and motivated to continue developing.

### 3.6.5 *Technology Integration*

The integration of technology in the English for Career MOOC class is not simply the use of digital devices, yet it is rather a transformation in learning methods that are more flexible, adaptive, and contextual. Technology enables the delivery of material in a multimodal manner—through modules, interactive videos, discussion forums, and infographics—which enriches participants' learning experiences. The MOOC platform utilizes artificial intelligence to provide automated feedback, content recommendations based on student progress, and learning data analysis to detect learning difficulties early. The MOOC provides flexible access to downloadable and reviewable materials, supporting self-paced learning.

### 3.6.6 *Learning Management System (LMS) features*

A Learning Management System (LMS) serves as the operational backbone of a MOOCs class. It provides an intuitive navigation structure, allowing learners to access modules, assignments and quizzes, discussion forums, and interactive videos. Key LMS features in English for Career include:

- Personalized dashboard: Displaying learning progress, achievements, and recommendations for the next module.
- Assignment and assessment management: Learners can upload assignment answers, receive feedback, and view assessment rubrics transparently. Formative and summative quizzes are also available for each session.
- Discussion forums and collaborative spaces: Supporting interaction between learners and facilitators, strengthening social learning.
- Automatic notifications and reminders: Helping learners stay organized and avoid missing deadlines.
- Multimedia integration and interactivity: The LMS supports embedding interactive videos and other enrichment materials.

### 3.6.7 *Technical support and learner engagement tools*

The success of a MOOC depends heavily on responsive technical support and engagement tools designed to build motivation to learn. Technical support includes 24/7 support, platform usage guides, video tutorials, and discussion spaces with tutors who can provide further explanations if learners have questions. Ensuring technical difficulties during the learning process is crucial. Learners are also allowed to build digital portfolios reflecting their tangible skill development. Furthermore, a community-based approach, such as virtual study groups,

encourages the English for Career MOOC to become a learning space and a sustainable self-development ecosystem.

### 3.7 Expected Outcomes and Impact

English is the language of communication across professional borders. The MOOC English for Careers serves as language training and a vehicle for actively empowering learners to participate in the global work ecosystem. Using a competency-based approach, this class is designed to equip learners with practical skills such as writing CVs and cover letters, preparing for job interviews, and communicating effectively in a multinational work environment. The primary expected outcome of this class is an increase in participants' ability to use English contextually and professionally. Learners will learn how to compose communicative work documents that meet international standards, use appropriate vocabulary and grammar in business and academic communications, and how to confidently conduct job interviews. Thus, language learning provides increased competency, insight, and skills that are no longer theoretical but rather applicable and relevant to the needs of the real world of work.

As a self-paced learning platform, the MOOC encourages learners to develop independent learning. In this process, learners learn to manage their time, set learning goals, and regularly reflect on their progress. The expected outcomes of this class are increased confidence in actively using English, the development of lifelong learning habits, and the development of intrinsic motivation for continued professional development. English for Careers learning will benefit the learners and impact the host institution and the wider community.

*Table 1. Significances of English for Career.*

For Learners	For the University	For Industry and Labor Market
<ul style="list-style-type: none"> <li>• Opening access to broader job opportunities, including remote work and international positions.</li> <li>• Increasing social and economic mobility through enhanced competitiveness.</li> <li>• Establishing a cross-</li> </ul>	<ul style="list-style-type: none"> <li>• Enhancing the institution's reputation at the national and international levels.</li> <li>• Strengthening the institution's capacity to design technology-based curricula and meet job market needs.</li> <li>• Opening opportunities for collaboration with industry</li> </ul>	<ul style="list-style-type: none"> <li>• Reducing the skills gap between graduates and industry needs.</li> <li>• Improving job literacy and cross-cultural communication readiness among the younger generation.</li> <li>• Empowering communities through</li> </ul>

<p>border professional network through interactions in MOOC discussion forums.</p> <ul style="list-style-type: none"> <li>• Gaining technical skills, but also experiencing identity transformation as competitive professionals.</li> <li>• Agents of change can transfer their skills and enthusiasm for learning to their communities.</li> </ul>	<p>partners and global educational institutions.</p> <ul style="list-style-type: none"> <li>• For the organizing institution, this MOOC class has the potential to strengthen its position as a pioneer of open and inclusive education. Expected impacts include:</li> <li>• Institutions can continuously refine their pedagogical approaches to use participation data and participant feedback.</li> </ul>	<p>open, flexible, and relevant access to education.</p> <ul style="list-style-type: none"> <li>• Improving the quality of the national workforce for inclusive and sustainable social development.</li> </ul>
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The English for Career MOOC is a strategic initiative addressing the real needs of the global workforce. The expected outcomes and impact of this class reflect a vision of inclusive, applicable, and transformative education. With an approach that combines language skills, soft skills, and career literacy, this class has the potential to shape a generation of competent, reflective, and highly competitive professionals. This MOOC is a learning space fostering the spirit of collaboration, independence, and empowerment. Challenges in access and relevance of education remain key issues in education development in Indonesia; therefore, this class can serve as a learning model that bridges expectations and reality.

#### 4 CONCLUSION

In conclusion, the proposed English for Career MOOC represents a strategic innovation in distance education, designed to strengthen students' English linguistic competence, professional identity, and career readiness within an increasingly globalized job market. By integrating needs analysis, interactive learning design, authentic assessments, and advanced technological features, this program addresses both academic and professional demands while fostering self-directed, reflective, and collaborative learning. Its outcomes are projected to benefit learners through enhanced employability and lifelong learning skills, universities through strengthened international reputation and partnerships, and industries through a more competent and adaptable workforce. Ultimately, this initiative exemplifies how open and technology-driven education can bridge gaps between higher education, labor market expectations, and global competitiveness, positioning distance learners as empowered professionals in the international arena.



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