

Development of Video Learning Media Based on Massive Open Online Courses (MOOC) in Micro Credit Analysis Training Materials at Pt. Micro Financial Institution Bogor 2021

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Abstract: This study aims to analyze: 1) To find out the procedures for developing MOOC-based video learning media on microcredit analysis training materials at PT LKM Bogor, 2) To determine the feasibility of MOOC-based video learning media in microcredit analysis training materials at PT LKM Bogor, 3) To determine the effectiveness of MOOC-based video learning media on microcredit analysis training materials at PT LKM Bogor. This research method is development research or also called Research and Development (R&D). By using the integration of research and development media Borg and Gall with Dick and Carey Learning Design Media. The subjects in this study were trainees at PT LKM Bogor. The sample in this study amounted to 40 people. Data analysis in this study used qualitative and quantitative descriptive analysis. Qualitative data in this study were taken through observation of the learning environment and interviews. Quantitative data was taken through the validation test of learning media experts, learning design experts, material experts, small group tests, and large group tests. The results shown in the development of MOOC-based video learning media is a feasibility assessment by media experts who obtained a score of 93.72% (Eligible). The feasibility assessment by the design expert got a score of 92.9% and the feasibility assessment by the learning materials expert got a score of 94%. Based on a feasibility assessment by design experts and this MOOC-based video learning material is considered feasible to use. The response of participants in the small group test was considered quite feasible with a score of 94.8. In the large group trial, it showed an average score of 97 which was categorized as quite decent. The effectiveness test is assessed by UII according to Donald Kick Patrick with 2 levels, namely the level of reaction and the level of learning outcomes, the reaction rate is tested with a cut of point where the value is 90, 7 it can be seen that this value is above the cut of point value so that it can be categorized as very satisfied and the reaction test of this media development product is very effective. The next level is the level of learning outcomes which is calculated by looking at the significance between the values before and after the trial, the results obtained indicate that the significance value is less than the specified value, namely at $0.004 < 0.005$ the significance value so that it can be categorized as an effective learning media.

Keywords: MOOC, Learning management system (LMS), AnalysisCredit

Introduction

The new era in today's world of technology has brought changes to the way we get information, communicate, collaborate, learn, work and create. This condition demands a lot of new skills that are far different from the ones that existed before. Some of them are critical thinking skills, creative, innovative, problem solving, team work and product oriented. .

Many daily activities that have been carried out manually are starting to be replaced by the role of a series of commands in systems, applications, data science and Artificial Intelligence. Activities that used to have to be carried out by involving human resources from various skills can now be replaced with the help of machines and

the internet of things with the ultimate goal of leading to a condition full of effectiveness, efficiency and everything will be accomplished with more fun.

Whether we realize it or not, this new wave has affected all areas of life, which one by one must make improvements to the conceptual guidelines and the process of implementing activities that have been embraced so that they can change according to the needs of the business world and industry, of course, while still paying attention to the principles of security and local character. and strong moral values.

Technology has become an inseparable part of all aspects of human life. In all human activities, technology is used, both simple and modern. Activities in both formal and non-formal learning use technology that aims to facilitate the learning process, both small and global in scope.

MOOC is a web-based learning. The course is that after participants register or part of the administrator who registers, then participants can open the web access to learn from the material created.

For example, in America there is the name of the EdX course from Harvard University, in China there is the name XuetangX in 2013 and in Indonesia the MOOC learning is called IndonesiaX. Each of these platforms aims to improve the learning process in training courses that make it easier for participants to learn without being limited by age, space and time.

In the implementation of information and communication technology-based course learning, trainees and tutors can carry out many activities and use various learning media. The use of multimedia technology, MOOC, Content Management System, Learning Management System, Massive Open Online Course or a combination of these can be used to find and study subject matter, interact with tutors and other trainees and obtain assistance available to trainees, as well as develop literacy information and communication technology for tutors and trainees. Educational and Non-Educational Institutions must be able to combine information and communication technology in learning activities,

Technology plays a very important role in its development in the current era of globalization, Formal Educational Institutions and Non-formal Educational Institutions are quite serious about utilizing the role of this technology. In the context of training, the technology that is designed and utilized is a system that is interrelated with each other in facilitating the learning of trainees. In the learning process, a media is needed that can make it easier for tutors and trainees to achieve learning/training objectives. There are quite a number of learning media, but which learning media is the most effective during the current pandemic. The right learning media in this pandemic period is learning media that can facilitate the learning process without any restrictions on the place and time of learning.

The learning process is not only carried out in schools but the process can also be carried out in companies that aim to improve the ability of employees to achieve the goal of profit in accordance with the planned target. Learning activities within the company can be carried out by means of cooperation between the company and training institutions that have trained many employees according to the company's request. There are also companies that improve the ability of their employees by creating a learning system that is either done face-to-face or indirectly. In a pandemic condition, it is very impossible for the learning process to be carried out directly but can be done indirectly with virtual media. Currently, it is still felt to be lacking because it has to be done repeatedly, quite monotonous, boring, employees feel tired because they have to be in front of the camera. For this reason, there needs to be a new breakthrough in a special employee learning system that can be done anytime and anywhere on the condition that the employee has an internet package. The material discussed is quite understandable because it does not take a long time, is short, solid, right on target and can be studied repeatedly.

Based on the notarial deed of Dedy Suwandy No.24 of 2018 that PT. Bogor Microfinance Institution is a Regional Owned Enterprise owned by the Regional Government of Bogor Regency and the Provincial Government of West Java which is engaged in Non-Bank Financial Institutions with the Vision "To become a highly competitive financial company and grow with partners". This vision is a foundation for the Company in achieving a goal, in addition to being a good company

Healthy can also help the community in business capital. To achieve this vision, synergy between the company and employees is needed, in this case the quality of Human Resources who are reliable, productive and with integrity.

Theory Review

Definition of Learning Model Development. Models can be defined as things that describe the existence of a framework or pattern of thinking. Development is a process in interpreting a design in the form of material. Models can also provide an arrangement in the process of theory development and research. The development model is also a very fundamental thing to develop the product to be produced.

In general, a model is defined as an example or benchmark that can be followed. In practical terms, various things or activities that produce products must use models as examples, benchmarks and guidelines. The development model is the basis for developing the product to be produced. Development media can be in the form of procedural media, conceptual models, and theoretical media. The procedural model is a descriptive model that shows a step that must be followed to produce a product.

In simple terms, the term learning means as an effort to teach a person or group of people through various ways and various strategies, methods and approaches towards achieving the planned goals. Learning is a process of interaction of trainees with educators and learning resources in a learning environment. Learning is a process carried out by individuals to obtain a new behavior change as a whole, as a result of the individual's own experience in interaction with his environment. Learning is a series of events that affect learning so that the learning process can take place easily. Defines the term learning as an activity or activity that concentrates on the circumstances and interests of the learner.

Pictures and Tables

All figures and tables that you enter in the document must be adjusted in the order of 1 column or according to the paper size, to make it easier for reviewers to observe the meaning of the image.

The stages of research and development from Borg and Gall can be seen in Figure 1 below:



Picture 1. The Ten Steps of R and D from Borg & Gall

The initial steps or procedures of the Dick and Carey learning system design model include:

1) Identify learning objectives.

The initial step that must be taken in implementing the learning design model is to determine the abilities or competitiveness that course participants need to have after taking the course program. This can also be referred to as course learning objectives (Personal, 2010c). This formulation can be generated through a needs analysis process as well as experiences about difficulties in the course. Limitation of objectives can be seen in the course syllabus, difficulty in the course, characteristics of course participants and others.

2) Instructional/learning analysis.

Next, identify learning objectives, namely taking the steps used in determining the relevant skills and understanding of course participants. This analysis process will be easy to do if you use a map that describes the relationship of several skills and understandings needed by course participants to achieve the expected competencies.

3) Identify the characteristic capabilities of participants/users.

Furthermore, after conducting an analysis of the objectives, it is continued by analyzing the characteristics of the course participants or users, these two steps can be carried out simultaneously. This analysis explains the condition of the course participants, the skills they have, the tasks they carry out so that they are connected to the material to be studied. Learning styles of course participants and attitudes towards learning activities. Careful identification will help in designing the program of materials and media to be made.

4) Formulate learning objectives.

After the rare identification of characteristics is analyzed, then formulate the goals to be achieved. There are several things that must be considered in planning a goal, namely: 1). Determine the knowledge and skills that must be possessed by course participants after taking the learning process in the course. 2). Understand the conditions needed for course participants, in carrying out the ability to demonstrate the understanding that has been learned. 3). Indicators that can be used to determine the success of course participants in the course activity process.

5) Develop test instruments or assessment instruments.

Based on the objectives that have been formulated, the next step is to develop a test tool to assess or measure the ability of course participants. This is known as course evaluation. The most basic or main criterion in determining the evaluation of learning outcomes is that the test instrument must measure the performance of course participants in achieving the course objectives that have been formulated.

6) Develop learning strategies.

Based on the information that has been carried out previously, the next step is to design pre-learning programs, design course materials and design follow-up activities from course activities. The course strategy chosen to be used needs to be based on the following criteria: 1). The latest theory of course activity 2). Characteristics of the course media used in the course. 3) research on learning outcomes. 4). Course material that needs to be studied by course participants according to their needs. 5). Characteristics of course participants who want to study in the course. choosing the right strategy can increase the effectiveness of the course by adding several activities including interaction templates,

7) Develop and select learning materials.

At this stage, the course program designer can implement course strategies into course materials. The definition of course material is course media where the media is in charge of giving messages from tutors to course participants. Examples of course media include e-books, digital modules, videos.

8) Design and carry out formative evaluations.

After the draft or design has been made, the next step is to design and carry out a formative evaluation. This evaluation was conducted to collect data related to the strengths and weaknesses of the course program. The results of the formative evaluation process can be used as input or input to improve the course program. There are three types of formative evaluation that can be run and can be applied to develop course products or course programs. One-to-one test evaluation. 2) Small group test evaluation and 3). Large group test. One to one evaluation test is a stage that must be carried out in implementing a formative evaluation. This evaluation is carried out through direct contact with 1 to 3 users to obtain input regarding the accuracy and attractiveness of the course. Small group testing is done by piloting a small group of users consisting of five to ten course participants. This test is conducted to obtain input that can be used to improve the quality of the course program.

9) Revising Learning.

The final step of the course design and development process is to revise the course design draft. The data from the formative test results are summarized and interpreted to find out the weaknesses of the course program. Formative evaluation is not only carried out on course design drafts, but also on aspects of course system design used in the program, such as analysis of course learning and characteristics of course participants. In essence, formative evaluation is carried out on all course programs that aim to improve and improve the quality of the course program.

10) Conduct a summative evaluation.

After conducting a formative evaluation of the product design from the course, it was revised based on input from the large group test so as to produce a final product. Furthermore, a summative evaluation is carried out where the evaluation is carried out when the product is finished or final. Summative evaluation aims to determine the effectiveness of the products made so that an effective and efficient product will be created as a whole..

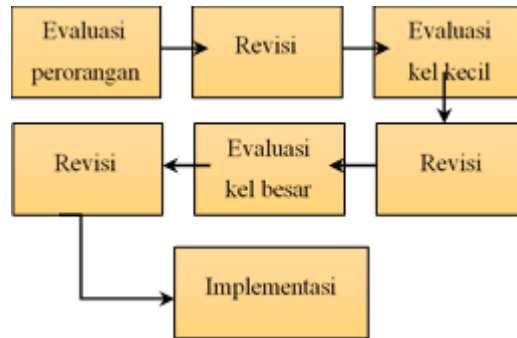


Figure 1. Formative Evaluation Procedure

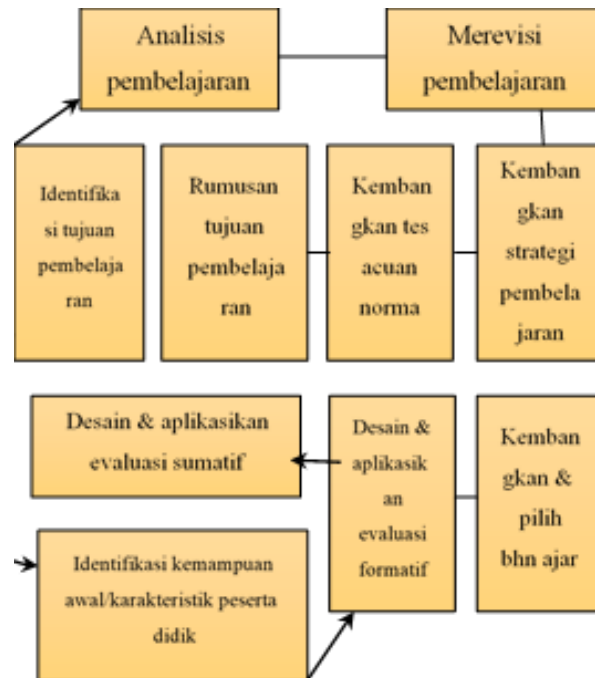


Figure 2. Dick and Carrey's Learning Design Media

ASSURE design model

ASSURE media or media developed by (Heinich, 2002). ASSURE is an acronym for: Analyze learner characteristics (analysis of learner characteristics), State objectives (formulate learning objectives), Select method, media, and materials (choose methods, media, and teaching materials), Utilize technology, media, and materials (use media, technology, and teaching materials), Requires learner participation (involves student participation), Evaluate and revise (evaluate and revise). The following Figure 2.4 medial assure.

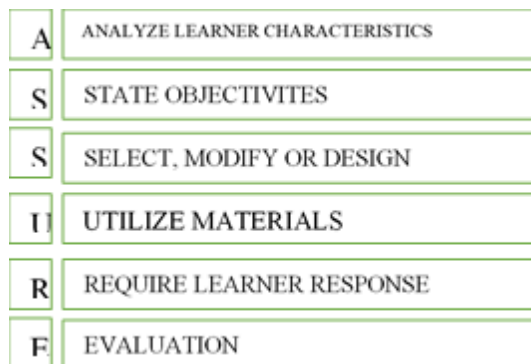


Figure 3. ASSURE Media Illustration

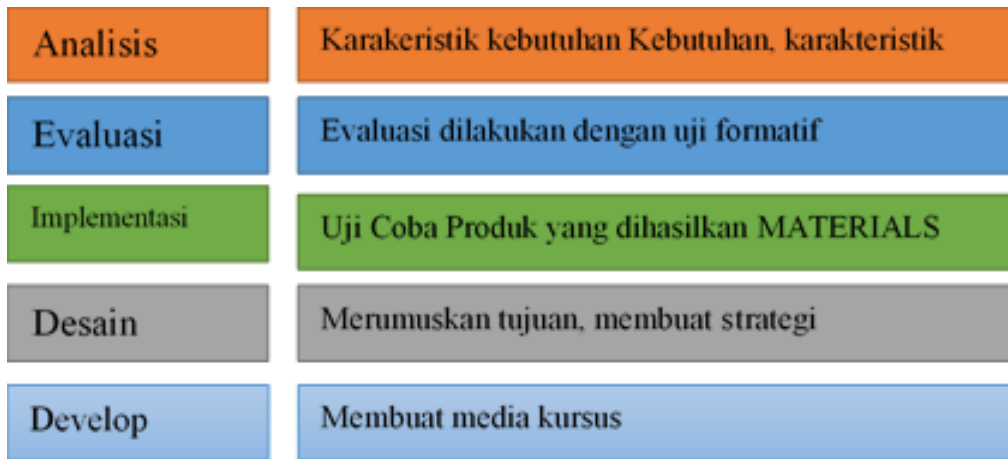


Figure 4. Media ADDIE



Figure 5. Media KEMP

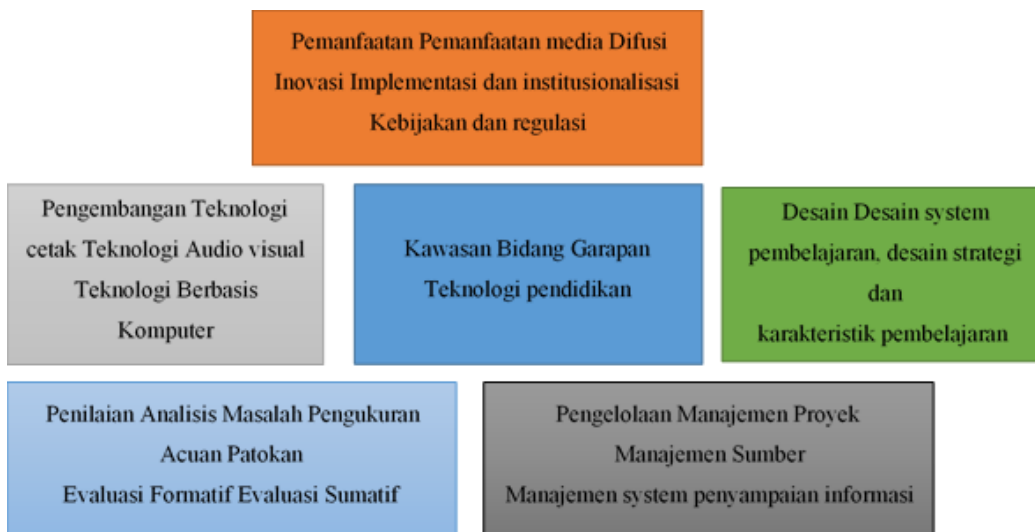


Figure 6. Fields of Work on Educational Technology according to the 1994 definition

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Research Methodology

Research purposes

- 1) To find out the procedure for developing MOOC-based video learning media on microcredit analysis training materials at PT. LKM Bogor
- 2) To determine the feasibility of MOOC-based video learning media on microcredit analysis training materials at PT. LKM Bogor
- 3) To determine the effectiveness of MOOC-based video learning media on microcredit analysis training materials at PT. LKM Bogor

Research Time and Place

The place used for research is PT. LKM Bogor which is located at JL. KSR Dadai Kusmayadi No. 6B Ruko Citra Nusa, Central Village, Cibinong District, Bogor Regency. The research period is 5 (five) months starting from September 2021 to January 2022.

Details of the research time allocation are planned as follows:

- 1) Initial Preparation of Proposal Making : 04-30 September 2021
- 2) Research Guidance Chapter I to 5: October 01 – January 31, 2021
- 3) R&D Product Manufacturing : 01 October – 30 November 2021
- 4) Media and Material Expert Testing: 01 – 14 December 2021
- 5) Data Collection : 01 November – 31 December 2021
- 6) Data Processing : 21 December 2021 – 14 January 2022
- 7) Data Analysis : 02-14 January 2022
- 8) Preparation of reports (thesis seminars, thesis hearings) 01 December 2021 – 31 January 2022

Research methods

This study uses the Development/Research and Development (R&D) method, which is a method that develops learning media in improving performance for trainees or courses at PT. LKM Bogor. The development referred to in video learning uses MOOC-based media in the form of online courses. The development media used in this research are Borg & Gall research and development design media and learning media design using Dick and Carey design media.

The software programs used to develop MOOC-based video learning in this research are: (1) Wordpress (2) LMS Tutor Plugin (3) Filmora 9, (4) Website 2 APK Builder Pro 4.0. (5) Astra Theme, (6) Elementor Plugin (7) Astra Theme.

Data collection technique

Technical data analysis in this study uses qualitative data analysis and quantitative data analysis (Sugiyono, 2013). The data included in qualitative research include interviews, observations and questionnaires. For quantitative data obtained from the test results with small group tests, large group tests and final product trials. The following is an explanation of the qualitative and quantitative data analysis.

Journal writing in research methodology should include Research Objectives, Research Time and Place, Research Methods, and Data Collection Techniques.

Research Result

This chapter describes the results of the study and development of media in stages which can be described in Figure 7 as follows:

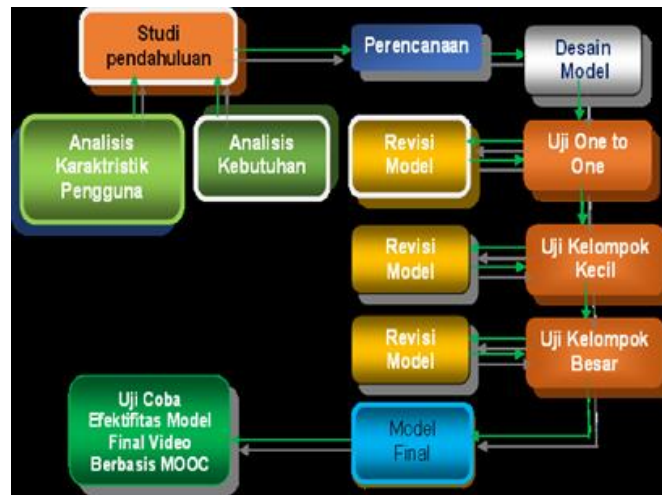


Figure 7. Development of Media in Stages

Needs Analysis

In the needs analysis stage in developing this MOOC-based video learning media, the researchers conducted an analysis that included user characteristics and needs characteristics. In analyzing user characteristics, there are several aspects that are analyzed, namely gender, age, occupation, job status, digital media used, internet connection access, users who are proficient in using digital, characteristics of internet use, preferred learning media, preferred type of learning material, knowledge of MOOC-based learning, has run and used MOOC-based learning. The analysis of needs characteristics includes aspects of the effectiveness of MOOC-based learning, the need for training or MOOC-based learning courses,

User Characteristics

In analyzing user characteristics, researchers used a questionnaire with a total of 53 respondents with the following explanation:

- Respondents amounted to 53 people with qualifications of 2 people (3.8%), 9 Plt.Pjs. Branch Heads (17%), supervision 3 people (2.8%), credit account officers 14 people (24%), credit collectors 15 people (26%), section staff 5 people (9.4%), tellers 5 people (9.4%) at PT. LKM Bogor.
- The number of male participants was 35 men (66%) and 18 women (34%).
- When viewed from the difference in age of participants who take part in this training or course, there are 20-30 years (30%), 31-40 years (45%), 41-50 years (21%) and over 50 years old. (4%). There are two characteristics of users based on job status, namely contract employees as many as 49 people (92%) and contract employees 4 people (8%).
- Another user-based characteristic is ownership of digital media for training or course participants. From this data, 53 respondents answered yes, they have digital media.
- Internet facilities owned by users in this case participants 52 respondents (98%) have internet facilities at home and 1 respondent or (2%) do not have internet facilities at home.
- Proficient in internet use in this user characteristics 4% of respondents are proficient in internet use, 85% of respondents are accustomed to using the internet and 11% of respondents are not familiar with internet use.
- Characteristics of users in internet use 6% of respondents are proficient in characteristics of internet use, 92% of respondents are familiar with characteristics of internet use and 2% of respondents are not familiar with characteristics of internet use.
- Analysis of user characteristics on the media used 70% of respondents like media in digital form and 30% of respondents like media in manual form.

- The next user characteristic is the type of learning material 15% of respondents choose manual books, 25% of respondents choose digital books (e-books) and 60% of respondents choose online learning videos.
- User characteristics in understanding MOOC 74% of respondents said they did not know and 26% of respondents said they knew.
- Another user characteristic is the analysis of 81% of respondents saying never, 2% of respondents saying yes always and regularly and 17% of respondents saying yes occasionally.
- Characteristics of the need for effective use of MOOC 91% of respondents answered yes, very effective and 9% of respondents answered ineffective.
- The characteristics of the needs of LKM Bogor require a MOOC-based video learning system 91% of respondents answered yes, very effective and 9% of respondents answered not effective.
- Another characteristic of needs is that LKM Bogor already has online learning media.
- The next requirement characteristic is the tools or equipment that must be in the MOOC-based video learning media, the highest is the syllabus of 19% and an average of 2% for other features.
- The next requirement characteristic is the characteristics that must exist in MOOC-based video learning media, the highest is a user friendly display, 64% and at least 2% of respondents choose complete features.

From the description of the characteristics above, it can be concluded that the development of online-based video learning media held at PT. LKM Bogor is supported by the age of the participants who are productive and accustomed to using digital media and like online video learning systems, there is no online learning at LKM Bogor and the learning media is very much needed, so it can be concluded that this MOOC-based video learning media can be used as research material. MOOC-based video learning media.

Preliminary Study and Planning

a) Preliminary studies

At this stage the researcher uses a literature study that aims to strengthen the research so that it becomes precise and strong. (Sugiyono, 2013) The literature sources used are textbooks and journals from previous research that are relevant to the researchers doing. The textbooks and research journals will be used as references and examples to carry out research. (Sugiyono, 2013). Various theories, definitions and procedures regarding the development of MOOC-based video learning media that underlie this research have been explained in the theoretical review chapter. The following is a summary of the results of previous studies that are relevant to the current research:

- Journal research written by Azijatur Zahro, et al with the title MOOC Learning Media Development for PPL PPG Civil Service Teachers, State University of Malang. The results show that the development of learning media can produce learning media in the form of MOOC, the expertise of the PPL PPG Civil Service Teacher increases and the understanding and skills of the participants increase. The similarity of these research journals is to use MOOC-based learning media which aims to facilitate and improve the skills of participants who take part in learning.
- The results of research conducted by Asa Anfaida Maslina entitled «Development of Science Teaching Materials with Audio Visual Media on the Theme of Save Living Creatures in Basic Education». From the results of data acquisition, data obtained from the feasibility of learning media products developed with an average percentage of conformity of material coverage of 96.9%, test results of media experts 89.2% and technology experts 85.6%. Individual trials were conducted with individual trials with 15 trainees at MI Ma'arif Tingkir Lor with a score of 89.5%, group trials conducted by 28 trainees at MI Ma'arif Kumpulrejo 02 with a score of 90.7%, limited trial with 59 trainees at MI Asas Islam Kalibening 91.8%. Test the effectiveness of science teaching materials with audio-visual media on the theme of saving living things with a t-test value of 6.798.
- Journal research written by Budi Purwanti with the title "Development of Mathematics Learning Video Media with ASSURE Media". The results showed that the development of learning video media with ASSURE media in Mathematics subjects could make learning more effective. It is proven that the average value of the training participants in class XI TEI 1 before 69.19 became 81.48 while the average value of class XI TEI 2 was 69.58 to 81.55 after using instructional video media. Research conducted by Budi Purwanti has similarities in research on learning media with video media. The difference is that Budi Purwanti examines the effectiveness of video learning media used in the offline learning process,

- Thesis research written by Romainur, in 2016, with the title "Development of Autoplay Multimedia-Based Teaching Media in Islamic Cultural History Learning for class XI at MA Bilingual Batu Malang." The results of this study indicate that the multimedia autoplay-based learning media used has a high level of effectiveness and attractiveness. The existence of a high enough interest and motivation to learn shows that there is a high interest of the trainees in teaching and learning activities, especially during SKI subjects. This finding is supported by field facts where the average daily test scores of the trainees increased by 18.49% from 69.96 to 82.90.

b) Planning

At this planning stage, a MOOC-based video lesson plan is made by observing and paying attention to user and needs analysis as well as library or literature studies. The plans made began with the design of MOOC-based video learning media, after being designed and then tested with a one-to-one test to the user, in this case the participant, until it was declared that the MOOC learning system was made with the material in the contest. Furthermore, small group and large group tests were carried out in which there were tests of media experts, material experts, design experts. Then the product design is revised and after being revised it becomes a product suitable for use so that the product can be called the final product. To test its effectiveness, a trial of the product was conducted on 10 participants of the training or course respondent. Tested by reaction test and learning outcomes test (learning) pretest and post test if there is a difference in the results of the posttest and pretest, it can be said that the product is effective.

In testing this MOOC-based video learning media, participants in the credit analysis training course provided input which can be described as follows:

- Inputs from the participants of the credit analysis course for improving the MOOC include: The menu display is replaced with active and clear colors and letters, There is a promotional language to get to know the company and the course in question, There is a chat column as a medium of interaction and communication, Video tutorials are made at the beginning of the course to see how to run the LMS in the course, Create testimonials in the main menu, Show progress reports to course participants, Activate social media in the course for sharing, Create additional templates or download features, Create automatic Q&A column templates, Provide certificates for course participants who pass the course material exam, Create a shortcut for course participants to facilitate the course learning process, Create course categories based on job categories, Create a level or levels for whom the participants of this course are studied, The course images are made as attractive as possible to make them look good.
- Media expert test. In the media expert test, this product was tested by Mr. DR. Ir. Muhammad Givi F Givia, M. Kom He is a Postgraduate Lecturer at Ibn Khaldun University Bogor using a questionnaire.
- Material expert test. In the media expert test, this product was tested by Mr. Muhammad Husein Adam, ST. MH he is the Head of Cibinong Branch of PT. LKM Bogor uses a questionnaire.
- Based on the test results from several experts can be explained as follows:
- The results of the media expert test carried out on November 10, 2021 can be explained in the feasibility test sub-chapter. The inputs from these experts include aspects of the display, including the selection of colors that must be bright, the responsive layout must be able to represent the message to be conveyed, from the aspect of the usefulness of the learning tool functions that are easy to use and easy to find, the ease of reproduction of course material to be studied, from the technical aspect it must be considered. there is a login and logout function from the application, from the learning aspect of online learning instructions on courses, general explanations of course materials or topics of discussion. The sequence of learning scenarios, explanation of prerequisite competencies, learning evaluation instruments (pretest and posttest), self-assessment instruments.
- The results of the design expert test carried out on November 10, 2021 can be explained in the feasibility test sub-chapter. Inputs from these experts included aspects of the ease of use of the features contained in the course material, from the aspect of learning instructions and course process guidelines on course material, evaluation instruments to assess the initial abilities of course participants, the suitability of course evaluation instruments (pretest and posttest) with kompetensi / course objectives, completeness and suitability of the use of learning media.
- The results of the material expert test carried out on November 13, 2021 can be explained in the feasibility test sub-chapter. Inputs from these experts include aspects of the content of the material that the material is arranged sequentially and the presentation of the material is arranged sequentially. The advice is that the material presented is easy to understand, provides easy access to distance interactive learning, with a menu of learning materials from a wide selection of topics displayed, participants can also learn independently, for special additions online classes must prioritize interactive from the audience. so that the learning atmosphere is more lively and the material arrangement is more organized.

- The results of the input from the training participants, media expert test, design expert test and material expert test resulted in input to improve the MOOC product so that it could proceed to the second draft scheme of MOOC-based video learning.

Contains a discussion of the results of research and testing obtained in the form of theoretical descriptions, both qualitatively and quantitatively. Experimental results should be displayed in the form of graphs or tables. For charts can follow the format for diagrams and pictures.

Conclusions and Suggestions

Conclusion

In this chapter, some conclusions obtained from the formulation of the problem will be presented. There are two formulations of the problem in this study, namely:

- I. What is the procedure for developing MOOC-based video learning media on microcredit analysis training materials for credit Account Officer participants at PT. LKM Bogor.
- II. The Donald kick pastrick test media used in the study of the effectiveness test only had two levels, namely the reaction level and the learning level of the two level tests, the cut of point value was an average of 90.7 above the cut of point, which was 50. Thus the results of the effectiveness test with the reaction level is effective with the «very satisfied» criterion.

The development of this MOOC-based video learning media starts from the characteristics of the user, in this case the participants of the training or course and the characteristics of the needs. Then proceed with a preliminary study which contains references from relevant research. Revised from suggestions and input from these experts. Then the product was tested on a small class consisting of 6 people, then revised, then continued by being tested on a large class with a total of 10 people, revised and became the final product. The product that had been tested earlier and became the final product was tested on 10 more participants by adding an effectiveness test where in this effectiveness test using Donald Kick Patrick's test media.

From the conclusions presented in this study, it can be stated that the implications of the research results include:

- MOOC-based video learning media learning can be followed up by increasing innovation in its use in the Company, in this case PT. LKM Bogor where the aim is to be universally applicable to all material in every part of the work in all training or courses.
- Research and development of other learning media that can be used to fill all course or training materials can be carried out. So that later an integrated course learning system will be formed with complete material content and various course sources according to the work section.
- The development of information and communication technology in the future, allows the continuation of research and development of other learning applications that can be integrated with this MOOC learning media.

Conclusions must clearly indicate the results obtained in the study, their advantages and disadvantages, and the possibility of further development. Conclusions can also be in the form of paragraphs, but preferably in the form of points using numbering or bullets.

Suggestion

Based on the conclusions that have been stated above, the researchers submit several suggestions, namely:

1. In order to improve the performance of employees within the Company, to immediately conduct socialization simultaneously to be able to implement the learning media.
2. The Company in implementing the development of this learning media in training should be carried out in stages, so that the objectives of the training or course can run as expected.
3. Research and development of learning media like this requires a lot of investment and resources, so it is suggested to companies to allocate sufficient research funds to increase research and development of MOOC-based video learning media.

Suggestions are expressed for further research to make up for the lack of research. Suggestions also do not contain outside suggestions for further research.

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