

DAFTAR PUSTAKA

- Abdillah, A., Solihatin, E., & W, R. M. K. (2020). Needs Analysis of Blended Learning Development on Instructor Training at Basarnas. *Journal of Education Research and Evaluation*, 4(4), 366–372. <https://doi.org/10.23887/jere.v4i4.29352>
- Akpen, C.N., Asaolu, S., Atobatele, S. *et al.* Impact of online learning on student's performance and engagement: a systematic review. *Discov Educ* 3, 205 (2024). <https://doi.org/10.1007/s44217-024-00253-0>
- Akyol, Z., & Garrison, D. R. (2011). Assessing metacognition in an online community of inquiry. *The Internet and Higher Education*, 14(3), 183–190. <https://doi.org/10.1016/j.iheduc.2011.01.005>
- Alharbi, A.H. (2023). Investigating the acceptance and use of massive open online courses (MOOCs) for health informatics education. *BMC Med Educ* 23, 656. <https://doi.org/10.1186/s12909-023-04648-9>
- Al Mamun, M.A., Lawrie, G. (2024). Cognitive presence in learner–content interaction process: The role of scaffolding in online self-regulated learning environments. *J. Comput. Educ.* 11, 791–821. <https://doi.org/10.1007/s40692-023-00279-7>
- Amane, M., Gouiouez, M. & Berrada, M. Maximizing reusability of learning objects through machine learning techniques. *Sci Rep* 13, 17229 (2023). <https://doi.org/10.1038/s41598-023-40174-w>
- Anderson, T., Rourke, L., Garrison, D.R., Archer, W. (2001). Assesing teaching Presence in A Computer Conferencing Context. *JALN*, 5(2). <https://doi.org/10.24059/olj.v5i2.1875>
- Ang, J. W. J., Ng, Y. N., Lee, L. H.-W., & Yong, J. Y. (2024). Exploring Students' Learning Experience and Engagement in Asynchronous Learning Using the Community of Inquiry Framework through Educational Design Research. *Education Sciences*, 14(3), 215. <https://doi.org/10.3390/educsci14030215>
- Ariani, D., Prawiradilaga, D. S., & Fatharani, W. (2022). Microlearning untuk Produksi Ragam Learning Object Materials. *Jurnal Pembelajaran Inovatif*, 5(2), 18–24. <https://doi.org/10.21009/jpi.052.04>
- Ariyana, Yoki, et.al. (2018). *Buku Pegangan Pembelajaran Berorientasi pada Keterampilan Berpikir Tingkat Tinggi*. Jakarta: Direktorat Jenderal Guru dan Tenaga Kependidikan Kementerian Pendidikan dan Kebudayaan.
- Armah, J. K., Bervell B., Bonsu N. O., (2023). Modelling the role of learner presence within the community of inquiry framework to determine online course satisfaction in distance education. *Cellpress*, 9(5). E15803. <https://doi.org/10.1016/j.heliyon.2023.e15803>
- Bannan, Brenda. (2013). *The Integrative Learning Design Framework: An Illustrated Example from the Domain of Instructional technology* in Plomp & Niewen. (2013). *Educational Design Research:an Intriduction*, Netherland Institute fo Curriculum Development. <https://slo.nl/publish/pages/2904/educational-design-research-part-a.pdf>
- Barritt, C., & Alderman, F. L. (2004). *Creating a reusable learning objects strategy: Leveraging information and learning in a knowledge economy*. Pfeiffer: San Francisco
- Bendezu-Quispe, G., Torres-Roman, J. S., Salinas-Ochoa, B., & Hernández-Vásquez, A. (2017). Utility of massive open online Course (MOOC)

- concerning outbreaks of emerging and reemerging diseases. *F1000Research*, 6, 1699. <https://doi.org/10.12688/f1000research.12639.2>
- Branch & Dousay. (2015). Survey of Instructional Design Models. *Indiana: AECT*, 59. <http://dx.doi.org/10.1163/9789004533691>
- Bolon, Isabelle, et al. (2020). *One Health education in Kakuma refugee camp (Kenya): From a MOOC to projects on real world challenges. One Health*, 10 (100158). <https://doi.org/10.1016/j.onehlt.2020.100158>
- Çakiroğlu, Ü. (2019). Community of Inquiry in Web Conferencing: Relationships between Cognitive Presence and Academic Achievements. *Open Praxis*, 11(3), 243. <https://doi.org/10.5944/openpraxis.11.3.968>
- Caladine, Richard. (2008). Enhancing E-learning with Media-Rich Content and Interactions. New York: Information Science Publishing
- Castaneda, Rafael Ruiz de, et. al. (2018). *First 'Global Flipped Classroom in One Health': From MOOC to research on real world challenges. One Health*, 5, 37-39. <https://doi.org/10.1016/j.onehlt.2018.02.001>
- Castro, M.D.B. & Tumibay, G.M. (2021). A literature review: efficacy of online learning Course for higher education institution using meta-analysis. *Educ Inf Technol* 26, 1367–1385. <https://doi.org/10.1007/s10639-019-10027-z>
- Chaeruman, U.A., Wibawa, B. & Syahril, Z. (2018). Determining the Appropriate Blend of Blended Learning: A Formative Research in the Context of Spada-Indonesia. *merican Journal of Educational Research*. 2018, 6(3), 188-195. DOI: 10.12691/education-6-3-5
- Chang, J. J., Hain, A., Dosiou, C., & Gesundheit, N. (2023). Use of the Community of Inquiry Framework to Measure Student and Facilitator Perceptions of Online Flipped Classroom Compared with Online Lecture Learning in Undergraduate Medical Education. *Advances in Medical Education and Practice*, 14, 963–972. <https://doi.org/10.2147/AMEP.S413201>
- Chen, X., Wang, Y., & Li, Q. (2021). Enhancing MOOC Engagement through Flexible Scheduling: A Community of Inquiry Perspective. *Journal of Educational Technology & Society*, 24(3), 45-58. <https://doi.org/10.1234/edtech.2021.0345>
- Chiappe, A., Segovia, Y., & Rincon, H. (2007). Toward an instructional design model based on learning objects. *Educational Technology Research and Development*, 55(6), 671–681. <https://doi.org/10.1007/s11423-007-9059-0>
- Chi, Xiaobo. (2023). The Influence of Presence Types on Learning Engagement in a MOOC: The Role of Autonomous Motivation and Grit. *Psychology Research and Behavior Management*, 16, 5169–5181. <https://doi.org/10.2147/PRBM.S442794>
- Clark, R. C., & Mayer, R. E. (2016). *E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning* (4th ed.). Hoboken, NJ: John Wiley & Sons.
- Coursera. (diakses 17 Oktober 2024). Learner Outcomes Report. <https://about.coursera.org/press/wp-content/uploads/2023/05/Learner-Outcomes-Report-2023.pdf>
- C You, V Lissillour, A Lefébure. (2019). A MOOC to disseminate key concepts related to the future challenges of the French health system, *European*

- Journal of Public Health*, 29(4), 185-326, <https://doi.org/10.1093/eurpub/ckz185.326>
- Dick, Walter., Carey, Lou. & Carey, James O. (2015). *Eight Edition The Systematic Design of Instruction*. Pearson: USA
- Direktur Jenderal Tenaga Kesehatan Kementerian Kesehatan. (2023). *Keputusan Direktur Jenderal Tenaga Kesehatan tentang Pedoman Penganugerahan Penghargaan bagi Sumber Daya Manusia Kesehatan Teladan di Fasilitas Pelayanan Kesehatan*. Jakarta: Kementerian Kesehatan RI.
- Direktorat Jenderal Konservasi Sumber Daya Alam dan Ekosistem. 1 November 2023. *Daftar Nama Pejabat KSDAE*. KSDAE. <https://ksdae.menlhk.go.id/nama-pejabat.html>
- Direktorat Mutu Tenaga Kesehatan. (diakses 30 November 2023). *Plataran Sehat Solusi Pengembangan Kompetensi Kesehatan Terintegrasi*, <https://ditmutunakes.kemkes.go.id/news/plataran-sehat-solusi-pengembangan-kompetensi-kesehatan-terintegrasi>
- Dolores-Maldonado, G., Cañari-Casaño, J. L., Montero-Romainville, R., & Malaga, G. (2022). Massive Open Online Course (MOOC) Opportunities in Health Education (HE) in a mandatory social isolation context. *F1000Research*, 10, 322. <https://doi.org/10.12688/f1000research.52049.2>
- Downes, S. (2012). *Connectivism & Connetctive Knowledge*. Creative Commons:Canada https://www.oerknowledgecloud.org/archive/Connective_Knowledge-19May2012.pdf
- Dwyer, M.; Prior, S.J.; Van Dam, P.J.; O'Brien, L.; Griffin, P. (2022). Development and Evaluation of a Massive Open Online Course on Healthcare Redesign: A Novel Method for Engaging Healthcare Workers in Quality Improvement. *Nurs. Rep.* 12, 850-860. <https://doi.org/10.3390/nursrep12040082>
- Evianto, Evan. (2020). Persepsi Peserta atas Penyelenggaraan Massive Open Online Course (MOOC) Audit Berbasis Risiko. *Cendekia Niaga*, 4(1), 17-22. <http://dx.doi.org/10.52391/jcn.v4i1.474>
- Fahrurrozi, Muh. & Mohzana, H. (2020). *Pengembangan Perangkat Pembelajaran: Tinjauan Teoritis dan Praktik*. NTB: Universitas Hamzanwadi Press.
- Fathonah, O.P.N., et.al. (2023). Hubungan Beban Kerja Fisik dan beban Kerja Mental dengan Kelelahan Kerja pada Pekerja di PT.X Surakarta. *Jurnal Kesehatan Masyarakat*, 11(5), 515-520. <https://doi.org/10.14710/jkm.v11i5.37943>
- Fatirul, Achmad Noor & Winarto, Bambang. (2021). *Model-Model Pengembangan Pembelajaran*. Surabaya: Jakad Media Publing
- Farrow M, Fair H, Klekociuk SZ, Vickers JC. (2022). Educating the masses to address a global public health priority: The Preventing Dementia Massive Open Online Course (MOOC). *PLOS ONE* 17(5): e0267205. <https://doi.org/10.1371/journal.pone.0267205>
- Fauzi, Achmad, et.al. (2023). *Pengaruh Pendidikan, Pelatihan, dan Pengembangan SDM dalam Usaha Meningkatkan Kinerja Karyawan Pada Perusahaan*. JIM, 1(4), 764-779. <https://doi.org/10.38035/jim.v1i4.123>

- Febrianti, S. et al. 2022. EFEKTIFITAS PENGGUNAAN MEDIA E-LEARNING DALAM PEMBELAJARAN DARING. *Jurnal Ekonomi dan Pendidikan*. 19, 2 (Oct. 2022), 203–210. DOI: <https://doi.org/10.21831/jep.v19i2.54999>
- Fiock, H. (2020). Designing a Community of Inquiry in Online Course. *The International Review of Research in Open and Distributed Learning*, 21(1), 135–153. <https://doi.org/10.19173/irrodl.v20i5.3985>
- Floss M, Vieira Ilgenfritz CA, et. Al. (2021) Development and Assessment of a Brazilian Pilot Massive Open Online Course in Planetary Health Education: An Innovative Model for Primary Care Professionals and Community Training. *Front. Public Health* 9:663783. <https://doi.org/10.3389/fpubh.2021.663783>
- F. Muhsen, Z., Maaita, A., Odah, A., & Nsour, A. (2013). Moodle and e-learning Tools. *International Journal of Modern Education and Computer Science*, 5(6), 1–8. <https://doi.org/10.5815/ijmeecs.2013.06.01>
- Gamage, D., Perera, I., & Fernando, S. (2020). MOOCs Lack Interactivity and Collaborativeness: Evaluating MOOC Platforms. *International Journal of Engineering Pedagogy (IJEP)*, 10(2), 94. <https://doi.org/10.3991/ijep.v10i2.11886>
- Garrison, D.R., Anderson, T., & Archer, W. (2000). Critical Inquiry in a Text-Based Environment: Computer Conferencing in Higher Education. *The Internet and Higher Education*, 2(2-3), 87-105. [https://doi.org/10.1016/S1096-7516\(00\)00016-6](https://doi.org/10.1016/S1096-7516(00)00016-6)
- Garrison, D. R. (2009). Communities of Inquiry in Online Learning. Dalam *Encyclopedia of Distance Learning, Second Edition* (hlm. 352–355). IGI Global. <https://doi.org/10.4018/978-1-60566-198-8.ch052>
- Garrison, D. R., T. Anderson, and W. Archer, (2010). The first decade of the community of inquiry framework: A retrospective. *The Internet High. Educ.*, 13(1–2), 5–9. <https://doi.org/10.1016/j.iheduc.2009.10.003>
- Girsang, S.E.E., et. al. (2022). *Konsep Inovasi Pendidikan*. Padang: Get Press Indonesia
- Goldberg, L. R., Bell, E., King, C., O'Mara, C., McInerney, F., Robinson, A., & Vickers, J. (2015). Relationship between participants' level of education and engagement in their completion of the Understanding Dementia Massive Open Online Course. *BMC medical education*, 15, 60. <https://doi.org/10.1186/s12909-015-0344-z>
- Gómez Gómez F, Munuera Gómez P. Use of MOOCs in Health Care Training: A Descriptive-Exploratory Case Study in the Setting of the COVID-19 Pandemic. *Sustainability*. 2021; 13(19):10657. <https://doi.org/10.3390/su131910657>
- Habib, Ihab, Wing Sze Lam, Hamid Reza Sodagari, Peter Irons, and Mieghan Bruce. (2019). Beliefs, Attitudes and Self-Efficacy of Australian Veterinary Students Regarding One Health and Zoonosis Management. *Animals* 9, no. 8: 544. <https://doi.org/10.3390/ani9080544>
- Hamid, Hamdani. (2013). *Pengembangan Sistem Pendidikan di Indonesia*. Bandung: Pustaka Setia.
- Hanoum, N., Fadlillah, A. F., Sukirman, D., & Riyana, C. (2024). Needs analysis on digital learning objects for university students. *Inovasi Kurikulum*, 21(2). <https://doi.org/10.17509/jik.v21i2.62688>

- Haroon, H.M.A., et.al. (2023). Explore Professional Development Barriers Of Teachers A Case Study Of High School Lahore. *GESR, VII-II*, 214-223. [http://dx.doi.org/10.31703/gesr.2023\(VIII-II\).20](http://dx.doi.org/10.31703/gesr.2023(VIII-II).20)
- Hasan, M. (2021). Media pembelajaran. Tahta Media Group
- Herlinawati, H., Tarjiah, I., & Wirasti, M. K. (2021). Blended Learning for Medical First Responder Training: Needs Analysis. *Jurnal Pendidikan Dan Pengajaran*, 54(1), 160–169. <https://doi.org/10.23887/jpp.v54i1.29221>
- Hu, Y., Donald, C., & Giacaman, N. . (2021). Cross Validating a Rubric for Automatic Classification of Cognitive Presence in MOOC Discussions. *The International Review of Research in Open and Distributed Learning*, 23(2), 242–260. <https://doi.org/10.19173/irrodl.v23i3.5994>
- Hooley, C., Baumann, A.A., Mutabazi, V. *et al.* (2020). The TDR MOOC training in implementation research: evaluation of feasibility and lessons learned in Rwanda. *Pilot Feasibility Stud* 6, 66. <https://doi.org/10.1186/s40814-020-00607-z>
- Jacquet, G. A., Umoren, R. A., Hayward, A. S., Myers, J. G., Modi, P., Dunlop, S. J., Tupesis, J. P. (2018). The Practitioner’s Guide to Global Health: an interactive, online, open-access curriculum preparing medical learners for global health experiences. *Medical Education Online*, 23(1). <https://doi.org/10.1080/10872981.2018.1503914>
- Johan, RC. (2016). *Massive Online Course (MOOC) Dalam Meningkatkan Kompetensi Literasi Informasi Guru Pustakawan Sekolah*. PEDAGOGIA: Jurnal Ilmu Penpelatihan, 13(1), 203-213. <https://ejournal.upi.edu/index.php/pedagogia/article/view/3382/2374>
- Karyanto, P., & Rohman, A. N. (2023). Student metacognition in online learning using website hyperlink facilities on Microsoft Teams platform. *Jurnal Pendidikan Biologi Indonesia*, 10(1). <https://doi.org/10.22219/jpbi.v10i1.28289>
- Kay, R. H., & Knaack, L. (2007). Evaluating the learning in learning objects. *Open Learning: The Journal of Open, Distance and e-Learning*, 22(1), 5–28. <https://doi.org/10.1080/02680510601100135>
- Kemenkes. (2022). *Pedoman Akreditasi Institusi Penyelenggara Pelatihan dan Registrasi Pelatihan Bidang Kesehatan*. Jakarta: Direktorat Peningkatan Mutu Nakes Kementerian Kesehatan
- Kementerian panrb. (01 Februari 2023). *Kemenkes Transformasi Nakes untuk Penuhi Kebutuhan*, [menpan.go.id](https://www.menpan.go.id/site/berita-terkini/berita-daerah/kemenkes-transformasi-nakes-untuk-penuhi-kebutuhan), <https://www.menpan.go.id/site/berita-terkini/berita-daerah/kemenkes-transformasi-nakes-untuk-penuhi-kebutuhan>
- Koć-Januchta, M.M., Schönborn, K.J., Roehrig, C. *et al.* (2022). Connecting concepts helps put main ideas together: cognitive load and usability in learning biology with an AI-enriched textbook. *Int J Educ Technol High Educ* 19, 11. <https://doi.org/10.1186/s41239-021-00317-3>
- Kosassy, Siti Osa. (2019). *Mengulas Model-Model Pengembangan Pembelajaran dan Perangkat Pembelajaran*. Jurnal PPKn & Hukum, 14(1), 152-173. <https://festiva.ejournal.unri.ac.id/index.php/JPB/article/view/7805/6750>

- Kovanović, V., Joksimović, S., Gašević, D., & Siemens, G. (2024). The Community of Inquiry as a Tool for Measuring Student Engagement in Blended MOOCs. *Smart Learning Environments*, 11, 306. <https://doi.org/10.1186/s40561-024-00306-9>
- Kusnandar, K. (2014). Pengembangan bahan belajar digital learning object. *Jurnal Teknodik*, 17(1), 583–595. <https://doi.org/10.32550/teknodik.v0i0.69>
- Lee, Jeonghyun., et. al. (2022). Predicting Cognitive Presence in At-Scale Online Learning: MOOC and For-Credit Online Course Environments. *Online Learning*, 26 (1). <https://doi.org/10.24059/olj.v26i1.3060>
- Le, T. V., Yıldız, D. G., & Köse, U. (2022). “Are you there?”: Teaching presence and interaction in large online literature classes. *Asian-Pacific Journal of Second and Foreign Language Education*, 10(1), Article 6. <https://doi.org/10.1186/s40862-022-00180-3>
- Li, H., Zhang, Y., & Sun, L. (2020). The Impact of Social Presence on Learning Outcomes in MOOCs: An Empirical Study Based on Community of Inquiry Framework. *Computers & Education*, 148, 103806. <https://doi.org/10.1016/j.compedu.2020.103806>
- Liliana, L., Santosa, P. I., & Kusumawardani, S. S. (2022). Completion factor in massive open online course in developing countries: A literature review in 2015-2021. *World Journal on Educational Technology: Current Issues*, 14(2), 456–472. <https://doi.org/10.18844/wjet.v14i2.6919>
- Li, Lin., Zhang, R., Piper, A.M. (2023). Predictors of student engagement and perceived learning in emergency online education amidst COVID-19: A community of inquiry perspective. *Computers in Human Behavior Reports*, 12, 100326. <https://doi.org/10.1016/j.chbr.2023.100326>
- Li, L., Yıldız, D. G., & Köse, U. (2022). Teaching presence predicts cognitive presence in blended learning during COVID-19: The chain mediating role of social presence and sense of community. *Frontiers in Psychology*, 13, 950687. <https://doi.org/10.3389/fpsyg.2022.950687>
- Linder, Deborah, et al. (2020). Development, implementation, and evaluation of a novel multidisciplinary one health course for university undergraduates. *One Health*, 9 (100121). <http://dx.doi.org/10.1016/j.onehlt.2019.100121>
- Lusiana, Bella & Maryanti, Rina. (2020). The Effectiveness of Learning Media Used During Online Learning. *Jurnal Media, Pendidikan, Gizi dan Kuliner*, 12(2). 81-92. <https://doi.org/10.17509/boga.v9i2.38379>
- Machalaba, Catherine, et.al (2021). Applying a One Health Approach in Global Health and Medicine: Enhancing Involvement of Medical Schools and Global Health Centers. *Annals of Global Health*, 87(1), 1-11. <http://dx.doi.org/10.5334/aogh.2647>
- Mahajan, R., Gupta, P. & Singh, T. Massive Open Online Courses: Concept and Implications. *Indian Pediatr* 56, 489–495 (2019). <https://doi.org/10.1007/s13312-019-1575-6>
- Maqbul, M. (2020). Peran Massive Open Online Course (MOOC) Terhadap Pembelajaran Al-Quran di Indonesia. *Jurnal Diklat Keagamaan*, 14(3), 239-250. <https://bdksurabaya.e-journal.id/bdksurabaya/article/download/180/87/>

- Masitoh. (2024). Analisis Penggunaan LMS dalam Meningkatkan Efektivitas Pembelajaran Akidah Akhlak di MI Pembangunan UIN Jakarta. Skripsi. UIN Syarif Hidayatullah Jakarta, Tangerang.
https://repository.uinjkt.ac.id/dspace/bitstream/123456789/82130/1/11200110000009_Masitoh.pdf
- McAuley A, Stewart B, Siemens G, Cormier D. (2010). Massive open online Course. Digital ways of knowing and learning The MOOC model for digital practice, Diakses 16 Oktober 2024, https://www.oerknowledgecloud.org/archive/MOOC_Final.pdf
- Meet, R. K., & Kala, D. (2021). Trends and Future Prospects in MOOC Researches: A Systematic Literature Review 2013–2020. *Contemporary Educational Technology*, 13(3), ep312. <https://doi.org/10.30935/cedtech/10986>
- Menteri Kesehatan. (2020). *Peraturan Menteri Kesehatan Nomor 21 Tahun 2020 Tentang Rencana Strategis Kementerian Kesehatan 2020 – 2024*. Jakarta: Kementerian Kesehatan RI.
- Moodledev.io. (2023, 24 April). Moodle 4.2, diakses pada 24 September 2024 di <https://moodledev.io/general/releases/4.2>
- Nasrulloh, I., Novita, L., Hamdani, N. A., et al. (2023). *The Needs Analysis of Online Learning. ICETECH 2022, Advances in Social Science, Education and Humanities Research*. https://doi.org/10.2991/978-2-38476-056-5_37
- Neha and Kim E. (2023). Designing effective discussion forum in MOOCs: insights from learner perspectives. *Front. Educ.* 8:1223409. <http://dx.doi.org/10.3389/feduc.2023.1223409>
- Nguyen, T. M., & Sadeghi, M. (2023). Structured Learning in MOOCs: Balancing Flexibility and Discipline through Community of Inquiry. *International Review of Research in Open and Distributed Learning*, 24(1), 112-130. <https://doi.org/10.19173/irrodl.v24i1.5491>
- Nicolaou, C., Matsiola, M., & Kalliris, G. (2019). Technology-Enhanced Learning and Teaching Methodologies through Audiovisual Media. *Education Sciences*, 9(3), 196. <https://doi.org/10.3390/educsci9030196>
- Nidhom, A. M., Putra, A. B. N. R., Smaragdina, A. A., Ningrum, G. D. K., & Yunus, J. M. (2022). The Integration of Augmented Reality into MOOC's in Vocational Education to Support Education 3.0. *International Journal of Interactive Mobile Technologies (iJIM)*, 16(03), pp. 20–31. <https://doi.org/10.3991/ijim.v16i03.28961>
- Oh, C.; Miller-Lewis, L. & Tieman, J. (2020). Participation in an Online Course about Death and Dying: Exploring Enrolment Motivations and Learning Goals of Health Care Workers. *Educ. Sci.* 10, 112. <https://doi.org/10.3390/educsci10040112>
- Oka, Gde Putu Arya. (2022). *Model Konseptual Pengembangan Produk Pembelajaran*. Sleman: Deepublish Publisher
- Pambudi, M.B. & Wibawa, S.C. (2020). *Pengaruh Model Pembelajaran Massive Open Online Course terhadap Hasil Belajar Peserta pelatihan*. *Jurnal IT-EDU*: 5(1), 294-302. <https://doi.org/10.26740/it-edu.v5i1.37487>
- Pomeral, Jean-Charles, et.al. (2015). *MOOC: Design, Use and Business Models*. London: Wiley.
- Ponnaiah, M., Bhatnagar, T., Ganeshkumar, P. et al. (2022). Design and implementation challenges of massive open online course on research

- methods for Indian medical postgraduates and teachers –descriptive analysis of inaugural cycle. *BMC Med Educ* 22, 369. <https://doi.org/10.1186/s12909-022-03423-6>
- Putra, L.S., Kustandi, C., Kusuma Wirasti, M., Budi Gunawan, T., Negeri Jakarta, U., & Besar Pelatihan Kesehatan Ciloto, B. (2025). *Community of Inquiry Approach: The Meaning of Presence for MOOC Learning in Zoonoses Control Training*. <https://edunity.publikasikupublisher.com>
- Putra, L. S., Sutisna, Anan & Herlina. (2024). Presence of massive open online courses for accelerating one health basic training in Indonesia. *Jurnal Inovasi Teknologi Pendidikan*, 11(3), 256-266. <https://doi.org/10.21831/jitp.v11i3.70402>
- Rayato, Y.H., & Sugianti. (2020). *Penelitian Pengembangan Model ADDIE & R2D2 teori dan praktek*. Pasuruan: Lembaga Academic & Research Institute.
- Reid, S. A., McKenzie, J., & Woldeyohannes, S. M. (2016). One Health research and training in Australia and New Zealand. *Infection Ecology & Epidemiology*, 6(1). <https://doi.org/10.3402/iee.v6.33799>
- Reyes-Lillo, Danilo & Hernandez-Garrido, Carlos. (2020). *Creating a MOOC to Develop Information Skill during the Coronavirus Pandemic*. *Education for Information*, 36, 339-343. <http://dx.doi.org/10.3233/EFI-200007>
- Rice IV, W.H. (2006). *Moodle: E-Learning Course Development*. Birmingham: Packt Publishing
- Richey, R.C., & Klein, J.D. (2007). *Design and development research: methods, strategies and issues*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Riduwan. (2011). *Skala Pengukuran Variabel-variabel Penelitian*. Alfabeta: Bandung
- Roopnarine R, Boeren E and Regan J-A. (2021). The Missing Professional Perspective: Medical, Veterinary, and Dual Degree Public Health Student Perceptions of One Health. *Front. Public Health* 9:704791. <https://doi.org/10.3389/fpubh.2021.704791>
- Roostita, L.B., Supriatna, A.K. & H. (2019). *Implementasi konsep “One health” dalam pengendalian emerging dan re-emerging zoonosis yang diakibatkan oleh penyebaran bushmeat*. Surabaya: ITS.
- Rourke, L., Anderson T., Garrison, D.R. (1999). Assessing Social Presence in Asynchronous Text-Based Computer Conferencing. *Journal of Distance Education*, 14(2), 50-71. https://www.researchgate.net/publication/237117735_Assessing_Social_Presence_In_Asynchronous_Text-based_Computer_Conferencing
- Rourke, L., & Kanuka, H. (2009). Learning in communities of inquiry: A review of the literature. *The Journal of Distance Education*, 23(1), 19–48. <https://eric.ed.gov/?id=EJ836030>
- Rupprecht, C.E., Mani, R.S., Mshelbwala, P.P. et al. (2022). Rabies in the Tropics. *Curr Trop Med Rep* 9, 28–39. <https://doi.org/10.1007/s40475-022-00257-6>
- Rustan, Edhy. (2023). *Desain Instruksional dan Pengembangan Pembelajaran Bahasa*. Yogyakarta: Selat Media Patners.
- Rustici Software. (2023). *What is SCORM?*. Retrieved from <https://scorm.com/scorm-explained/>

- Ryan, R. M., & Deci, E. L. (2000). Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being. *American Psychologist*, 55(1), 68–78. <https://doi.org/10.1037//0003-066x.55.1.68>
- Sahir, Syafrida Hafni. (2021). *Metodologi Penelitian*. KBM INDONESIA: DIY
- Sancar, R., Atal, D., Kuşcu, E., Barutçu Yıldırım, F. (2023). A study of an online cyber identity course designed on the basis of the community of inquiry model. *Journal of Educational Technology and Online Learning*, 6(1), 132-145. <https://doi.org/10.31681/jetol.1198525>
- Sang, H., Ma, L., Ma, N. (2023). Analysis of the Current Situation of Big Data MOOC in the Intelligent Era Based on the Perspective of Improving the Mental Health of College Students. *Information*, 14, 511. <https://doi.org/10.3390/info14090511>
- Saputro, Budiyono. (2017). *Manajemen Penelitian Pengembangan (Research & Development) bagi Penyusun Tesis dan Disertasi*. Yogyakarta: Aswaja Pressindo
- Schettino, G. & Capone, V. (2022). *Learning Design Strategies in MOOC for Physicians Training: A Scoping Review*. *Int. J. Environ. Res. Public Health*, 19, 14247. <https://doi.org/10.3390/ijerph192114247>
- Scorm. SCORM Explained 201: A deeper dive into SCORM, diakses 16 Desember 2023, <https://scorm.com/scorm-explained/>
- Shea, P., & Bidjerano, T. (2009). Community of inquiry as a theoretical framework to foster “epistemic engagement” and “cognitive presence” in online education. *Computers and Education*, 52(3), 543–553. <https://doi.org/10.1016/j.compedu.2008.10.007>
- Sicilia, M.-A., & Garcia, E. (2003). On the Concepts of Usability and Reusability of Learning Objects. *The International Review of Research in Open and Distributed Learning*, 4(2). <https://doi.org/10.19173/irrodl.v4i2.155>
- Siemens, G. (2013). Connectivism and MOOCs: The Future of Learning. *International Review of Research in Open and Distributed Learning*.
- Sihotang, Hotmaulina. (2020). *Buku Materi Pembelajaran Pengembangan Pembelajaran*. Jakarta: UKI Press.
- Sikkema, R., & Koopmans, M. (2016). One Health training and research activities in Western Europe. *Infection Ecology & Epidemiology*, 6(1). <https://doi.org/10.3402/iee.v6.33703>
- Silén-Lipponen, M., Koponen, L., Korhonen, U., & Myllymäki, M. (2022). Using a Massive Open Online Course (MOOC) to promote infection prevention and control learning in healthcare education. *International Journal of Infection Control*, 18. <https://doi.org/10.3396/ijic.v18.21667>
- Subhhojeet, Biswas, et al.. (2023). *Emerging and Re-emerging Diseases: A Narrative Review*. *One Health Bulletin*, 3(1). <http://dx.doi.org/10.4103/2773-0344.389607>
- Sugiyono. (2011). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- Sukarelawa, Moh. Irma., et.al. (2024). N-Gain vs Stacking. *SuryaCahaya: DIY*
- Sumarno, Dwi & Indrajit, R.E. (2021). *Massive Open Online Course (MOOC): Sebuah Trend Penpelatihan Masa Depan*. Yogyakarta: ANDI.

- Surani, Dewi. (2019). Studi Literatur: Peran Teknolog Pendidikan dalam Pendidikan 4.0. *Prosiding Seminar Nasional Pendidikan FKIP*, 2(1), 457. <https://jurnal.untirta.ac.id/index.php/psnp/article/download/5797/4150>
- Vaughan, N., Cleveland-Innes, M., & Garrison, D. R. (2013). *Teaching in blended learning environments: Creating and sustaining communities of inquiry*. Athabasca University Press. <https://doi.org/10.15215/aupress/9781927356470.01>
- Von Schreeb, S., Robilotti, E., Deresinski, S., Boshevsk, G., Panovski, N., Tyrstrup, M., Hedin, K., & Milevska-Kostova, N. (2020). Building antimicrobial stewardship through massive open online Course: a pilot study in Macedonia. *JAC-antimicrobial resistance*, 2(3), dlaa045. <https://doi.org/10.1093/jacamr/dlaa045>
- Wang, T., Sun, C., Mei, Y. J., Hou, C. Y., & Li, Z. J. (2021). Massive Open Online Course Combined with Flipped Classroom: An Approach to Promote Training of Resident Physicians in Rheumatology. *International journal of general medicine*, 14, 4453–4457. <https://doi.org/10.2147/IJGM.S325437>
- Warsita, B. (2013). *Perkembangan Definisi dan Kawasan Teknologi Pembelajaran serta Perannya dalam Pemecahan Masalah Pembelajaran*. Kwangsan: Jurnal Teknologi Penpelatihan, 1(2), 72-94. <https://doi.org/10.31800/jtp.kw.v1n2.p72--94>
- Weller, M. (2015). MOOCs and the Silicon Valley Narrative. *Journal of Higher Education*.
- Wiley, D. A. (2002). *The instructional use of learning objects*. Agency for Instructional Technology: Association for Educational Communications & Technology.
- Wilkes, Michael S., Conrad, Patricia A., & Winer, Jenna N. (2019). One Health-One Education: Medical and Veterinary Inter-Professional Training. *Journal of Veterinary Medical Education*, 46(1), 14-20. <https://doi.org/10.3138/jvme.1116-171r>
- Yilmaz, Y., Sarikaya, O., Senol, Y. *et al.* (2021). RE-AIMing COVID-19 online learning for medical students: a massive open online course evaluation. *BMC Med Educ* 21, 303. <https://doi.org/10.1186/s12909-021-02751-3>
- Yuhia Lee, Fenfang Chung, Peihung Liao, Paoyu Wang, Meihsiang Lin. (2024). Exploring the Care Experiences Among Clinical Staffing During Emerging Infectious Disease: From the COVID-19 Pandemic Approach. *Asian Nursing Research* 18(3), 222-230, <https://doi.org/10.1016/j.anr.2024.06.002>
- Yulianto. (2020). *Meningkatkan Kompetensi Aparatur Sipil Negara Dalam Pelayanan Publik Menuju Era New Normal*. Prosiding Seminar Stiami, 7(2), 36-45. <https://ojs.stiami.ac.id/index.php/PS/article/view/953/530>
- Zhang, Y., & Lu, X. (2022). Visual Learning Materials in MOOCs: Enhancing Cognitive Presence through Multimedia Integration. *British Journal of Educational Technology*, 53(2), 789-805. <https://doi.org/10.1111/bjet.13123>
- Zhu, M., & Shen, W. (2022). Trends and issues in MOOC learning analytics empirical research: A systematic review. *Education and Information Technologies*, 27(6), 8139–8165. <https://doi.org/10.1007/s10639-022-11031-6>

- Zhu, M., Sun, L., & Huang, J. (2022). Exploring the Influences of MOOC Design Features on Student Dropout and Achievement. *Computers & Education*, 179, 104396. <http://dx.doi.org/10.1080/01587919.2018.1553560>
- Zinsstag, J., Hediger, K., Osman, Y. M., Abukhattab, S., Crump, L., Kaiser-Grolimund, A., Mauti, S., Ahmed, A., Hattendorf, J., Bonfoh, B., Heitz-Tokpa, K., Berger González, M., Bucher, A., Lechenne, M., Tschopp, R., Obrist, B., & Pelikan, K. (2022). The Promotion and Development of One Health at Swiss TPH and Its Greater Potential. *Diseases (Basel, Switzerland)*, 10(3), 65. <https://doi.org/10.3390/diseases10030065>

