

Online Course as a Part of Online Learning: A Review of Its Learning-Teaching Methods, Perspectives, and Potentialities

Hugo Fostin Hokianto^{*, a, 1}

^a Widya Dharma Pontianak University, Pontianak, Indonesia

¹ hugofostin12@gmail.com*

Abstract

The need for a resilience business is rising as the world has entered the post-pandemic era. Every change made during the pandemic restriction has been reverted, and some changes are irreversible, as they already become a part of people's lives. Although the pandemic is over, education has to continue to teach people, and there is a demand for people who want to learn new skills or soft skills for work or to be productive. Online course offers a solution for people in learning, as it is a part of e-learning and online learning. Many people have taken the initiative to be involved in the online course, making revenues. This paper's purpose is to give insights about online courses as a part of online learning, and the effect it can have in education from methods, perspectives, and potentials it has. Hence, this paper explains three main points: 1) Explaining the learning method in online courses, 2) Understanding the differences between E-Learning and traditional teaching, and 3) the Potential of Online Courses. This paper uses a qualitative descriptive research design, using a literature review to collect data. The results of this paper gave a more refined definition of E-Learning and Online Courses and described the differences in learning methods, with asynchronous learning consisting of Massive Open Online Courses and YouTube and synchronous learning consisting of webinars and subscription-type online courses; students interested in E-Learning according to survey with instructors pointing out advantages and disadvantages, and potentials in selling MOOCs in Udemy, Youtube, paid webinars, and subscription-type online course paid monthly or annually.

Keywords: E-Learning, Entrepreneurship, Online Courses, Online Learning, Review

I. INTRODUCTION

Every person has been involved in business as a buyer or seller. A business, whether providing goods or services, moves to fulfill the buyer's needs and provide profit to the seller, hoping that the cycle continues as the business progresses. Although business transactions are not as simple as buying and selling, there is room for negotiation between buyers and sellers that adjust the preferences of buyers and sellers to reach an agreement. This activity will contribute to a country's economic development; with increased transactions between individuals, the country has high purchasing power and consumption levels.

In 2019, the world was shocked by the COVID-19 virus, which spread rapidly from China to Indonesia, causing a pandemic that changed people's daily lives, forcing something uncommon to become the new common (referred to as the "new normal"). When everyone started wearing masks, tourism and visits to other countries were hindered, office work became work from home, and so on. From March 2, 2020, to January 1, 2023, the number of people affected by the virus case has amounted to 6,720,181 people, with the number of people who recovered as many as 6,549,985 and the number of people who died as many as 160,619 people [1].

For this reason, in this situation, innovation is needed that can turn a lousy pandemic situation into the potential to open a business. Someone with an entrepreneurial spirit has the drive to develop from the status quo, the motivation to run their own business, and a solid mentality to take risks to achieve success. In this condition full of uncertainties that can be seen directly and easily threaten the business they run, it takes extensive knowledge and an open-minded attitude for a business to survive in this condition. The development of science and technology from globalization is a way to support an entrepreneur's business during this pandemic.

One example of this technological development results is that buying and selling transactions can be carried out through e-commerce media, making it easier for buyers and sellers to transact and negotiate in the application. Another convenience provided to others by globalization is more accessible access to information so that people can receive information from various places. The ease of accessing information, coupled with the situation of online teaching, creates a need for information relevant to the subject or course that one is taking or even the need to seek new skills. Online courses are a combination of these two impacts of technological development.

The existence of online courses, which is a part of Electronic Learning (E-Learning), becomes the best alternative in providing learning, especially the convenience offered to teach others as a teacher or receive learning as a learner, and supported by the current condition, learning through online media is inevitable as a result. Therefore, there is a need and demand in the sales market for E-Learning services. With the explanation above, the objectives of this research are: 1) to explain the learning method of online courses, 2) to state the differences between online courses (E-Learning) and traditional teaching, and 3) to learn the potential of online courses.

II. LITERATURE REVIEW

Before understanding online courses and E-Learning, it is essential to understand that there are many types of learning, depending on the presence of the student and the lecturer. There are four types of learning which are [2]:

- Synchronous learning occurs when instructors and learners are together in real-time (e.g., classroom, online meeting).
- Asynchronous learning occurs when the instructor and learners do not participate simultaneously (e.g. online course).
- Cohort Learning occurs when an instructor and learners complete activities such as readings, videos, discussions, assignments, and projects, and in turn, the instructor gives and grades tests and other assignments (e.g., Google Classroom).
- Blended learning occurs when an instructor and learners use two or more learning above in different formats.

Based on the description above, online courses and E-Learning are a part of asynchronous learning. E-learning, depending on the person, can have a different meaning. E-Learning has been defined as:

- Any course or structured learning event that uses electronic devices to meet its objectives [2].
- Learning that is enabled or supported by using digital tools and content [3].
- A learning method consists of distanced education (e.g., online courses), electronically mediated learning (e.g., Interactive CD-ROMs and Websites), and facilitated transactions software (e.g., Moodle) [4].

E-learning is a distanced structured learning that uses electronic devices with the help of digital content to achieve learning. As Zemsky and Massy explained, online course is a part of E-Learning. Nursalam & Effendi [5] explains e-learning characteristics as:

- Utilize electronic technology services.
- Utilize the advantages of computers (Digital Media and computer Networks).
- They are using self-learning materials stored on computers so that they can be accessed by educators and students anytime and anywhere.
- Utilizing a learning schedule, curriculum, learning progress results, and education administration can be seen anytime on the computer.

E-learning fulfills two needs that arise due to the changing concepts in the education system, which is a result of the development of Information and Communication Technology (ICT). The two needs are the need for teachers to provide flexible, affordable, and student-centered learning and for students to have an education that can be obtained outside the classroom to fulfill their learning. The freedom of teaching and the ease of access to learning are advantages that cannot be done with traditional classes.

Online courses are one example of the implementation of E-Learning. Boettcher (in Rogers et al.) [6] defines online courses as instructional experiences using the digital network for interaction, learning, and dialogue. Mazdan [7] explains that an online course is a course content to teach, as it is much more engaging than other learning methods such as books. Online Courses can be summarized as a service that involves distance teaching with a wide variety of materials, ranging from materials taught in schools to skills training through the Internet. Online courses can be done in the comfort of homes and conducted independently, according to their needs. Online courses can be conducted through websites or video communication services such as Google Meet and Zoom and delivered through electronic media such as mobile phones, computers, tablets, and web browsers. Online courses can be provided free of charge or sold for a fee.

III. METHOD

This current research relies on qualitative research using a literature review as its methodology. Qualitative research is a research type that collects narrative data in words to answer posed research questions [8]. The researcher conducts a literature study by collecting several books, magazines, research papers, and others related to the problem and research objectives [9]. This research uses secondary data in the forms of books, texts, publications, and webpages, in which the search uses the words “E-Learning” and “Online Courses” as its main keywords in the search. The search uses Google Search Engine and Google Scholar. This paper uses 7 books, including 1 chapter, 6 research papers, and 8 web pages.

IV. RESULTS AND DISCUSSION

A. Learning-Teaching Methods in Online Courses

Online courses take a variety of forms in their delivery. The tutor can customize it as to the method that will be used to deliver the information to the learner. The way of teaching, both Asynchronous and Synchronous, has several types that represent each way of teaching. In Asynchronous teaching, there are several ways in which the tutor passively delivers information to the learner, such as Massive Open Online Courses (MOOC) and Content creation through YouTube. MOOC is a teaching course provided to a wide range of internet access users free of charge. In addition to the features of traditional teaching that can be obtained through MOOCs, teaching through

MOOCs also provides interactive classes and discussion communities that connect interaction and communication between students, educators, and teaching assistants. Examples of MOOCs are EdX and Udemy sites. Youtube is an online video website where users can watch and upload videos to the site where others can access to watch them. Educators or teams of teachers can use YouTube as a place to upload content created where the video is widely distributed and watched by people who are interested in the content. TED Talk and Economics Explained are content creators focusing on teaching.

While in the Synchronous form, the ways that teachers can implement and actively provide information to their students consist of Webinars and Subscription-type Online Courses. Webinar stands for Web-based seminar [10], which means teaching focused on a topic in the medium of a website. The form of teaching in Webinars is almost the same as the mechanism for conducting live seminars in general. However, what distinguishes seminars from webinars is that access to seminars via the web is more flexible to use, where presenters and participants do not need to meet each other, so seminars can be carried out conveniently and can be accessed anywhere. An example of a platform that provides webinar implementation services is MyOwnConference.

Subscription-type Online Courses are online courses that bring in experts or lecturers to teach a person or a group at a regularly scheduled time, paid at a specified time, either per week, per month, or more than one month. These online courses are usually conducted to learn a bundle of material or have a long time to master. Examples are local online courses that teach school materials, MasterClass, and Skillshare. All these learning methods can be commercialized, and there are methods to sell each type of course depending on how the course is delivered. The difference between Synchronous Learning and Asynchronous Learning can be concluded in a table described in Table I.

B. Differences between Online Courses and Traditional Learning-Teaching

Although similar to traditional classes, online courses have differences, advantages, and disadvantages in teaching concepts. The Table II below explains the difference between online courses and Traditional learning [11, p. 40].

Although each method has advantages and disadvantages in how a teacher delivers the material, at least some options can be chosen to suit current circumstances and meet the needs of teaching and learning in certain conditions. Požgaj & Knežević [12] and Taylor [13] conducted a study on the advantages and disadvantages from the perspective of students (on the former) and the lecturers (on the latter). In a survey conducted by Požgaj & Knežević about E-Learning students' perspective, it is explained that there are various views on the interests, advantages, and disadvantages of implementing Online learning. The following table shows the interest of the student in participating in E-Learning.

Table III shows that most students are interested in engaging E-learning as its learning method, with 76% showing interest in the implementation. Table IV shows the top three advantages and disadvantages of E-Learning from their perspective.

Meanwhile, Taylor explains the advantages and disadvantages of using the characteristics of online learning from the instructor's perspective, summarized in Table V.

TABLE I. DIFFERENCES BETWEEN ASYNCHRONOUS AND SYNCHRONOUS LEARNING METHODS

Features	Asynchronous Learning	Synchronous Learning
Freedom of Time	Yes	No
Repeatable teaching	Yes	No
Feedback fluency	No	Yes
Direct User Interaction	No	Yes

Source: Author's Data

TABLE II. COMPARISON BETWEEN TRADITIONAL LEARNING-TEACHING AND E-LEARNING

Traditional Learning-Teaching	Online Courses (E-Learning-Teaching in General)
Teaching the Contents	Focusing on Learning Processes
Classroom-Centered	Work-centered
Teacher-Centered	Student-Centered Learning
Concerning the educational context	Concerning each individual
Activity-based	Result-based
Experts on Education	Learning Counselors

Source: Eryilmaz, Adalar, & Icinak, 2015 [11]

TABLE III. STUDENTS' INTEREST IN E-LEARNING-TEACHING

Interest in E-Learning-Teaching	Number of Students	Percentage (%)
Yes	89	76.07
No	27	23.08
No Response	1	0.85
Total	117	100.00

Source: Požgaj & Kneževic, 2007 [12]

TABLE IV. ADVANTAGES AND DISADVANTAGES OF E-LEARNING-TEACHING: STUDENTS' PERSPECTIVES

Advantages of E-Learning-Teaching	Disadvantages of E-Learning-Teaching
Learning from their own home	No direct communication among students
Everything (materials, etc.) is provided in the same place	Working long hours on the computer can be harmful
Favorable for people with restricted mobility	No direct communication with teachers

Source: Požgaj & Kneževic, 2007 [12]

TABLE V. ADVANTAGES AND DISADVANTAGES OF ONLINE LEARNING-TEACHING BASED ON ITS CHARACTERISTICS

Online Learning-Teaching Characteristics	Advantages	Disadvantages
Using Online Learning Effectively	Very effective for most academic courses and training programs with cognitive learning.	Programs on changing student attitudes do not work well.
Team Effort	Instructors can bring their teaching styles, working with a web team to create a practical online course.	Variation in instructors' experience requires the knowledge to achieve a practical online learning experience.
Add-On to Classroom Presentations	Forwarding additional materials, articles, etc., can enhance student learning, and communication is significantly sped up.	Students may prefer not to attend class if they feel the material is sufficient.
Asynchronous Program	Students do not have to be in a classroom; instructors can teach in different time zones.	It prevents immediate discussions, and students may need immediate responses to questions and submissions.
Synchronous Classrooms	Instructors and students are all simultaneously so that they can talk, discuss, and participate in class.	Students cannot participate all at the same time; limited duration of lessons, and have difficulty with time zones.
Faculty Learning Curve	Instructors will be more prepared with computer knowledge, resulting in better and faster communication.	It takes some time to fill the knowledge gap, and expensive to upgrade outdated equipment and software.
The Cost of Online Learning Implementation	The benefits of online learning justify the costs, and organizations may support the cost of upgrading the systems.	The costs may be heavy and require convincing, and possible program delays.
Using Multimedia to Enhance Lessons	Programs such as Microsoft Office and others assist in teaching and building sites.	Multimedia slows learning if done too much, and repetitive, and requires storage space.
Reaching Distant Learners	The possibility of teaching students in different geographical areas and instant communication through online communication.	Dealing with different time zones and student demographics requires heavy coordination.
Assessing Learner Needs	A well-designed and distributed questionnaire can help instructors to understand students' needs.	If the questionnaire is not well-designed or interviews are not possible, students may not feel understood.
Ability to Access Course Materials	Good opportunity to know students and act as a reinforcement for students to cope with the materials presented.	Reaching all students requires learning their computer specifications, and some countries do not have or permit internet access.
Distributing Information	Materials can be distributed immediately, and faculty can focus on upgrading the course once it has been developed, tested, and made online.	Students unaware of the materials distributed could miss out on essential lectures.
Feedback	Feedback is made easy using e-mail and student forums by encouraging students to give and receive feedback from their peers and instructors.	Issues with time lag and restriction are placed on forums to ensure that those who can access the forums are students and instructors.
Class Management	A variety of existing classroom management programs, with a good one, would help instructors organize and instill students' confidence while also tracking students' performance.	With many distractions, difficulty in controlling student participation exists inside and outside of the classroom.
Measuring Results	Interactive questions and quizzes help instructors eliminate tedious work to review their scores and give students feedback.	Relying too heavily on true or false questions will not be sufficient to judge students' ability and knowledge.
Updating Material	Updating materials can be done easily and quickly, removing time lag.	Not everything can be easily updated, and some upgrades require scheduling.

Source: Taylor, 2002 [13]

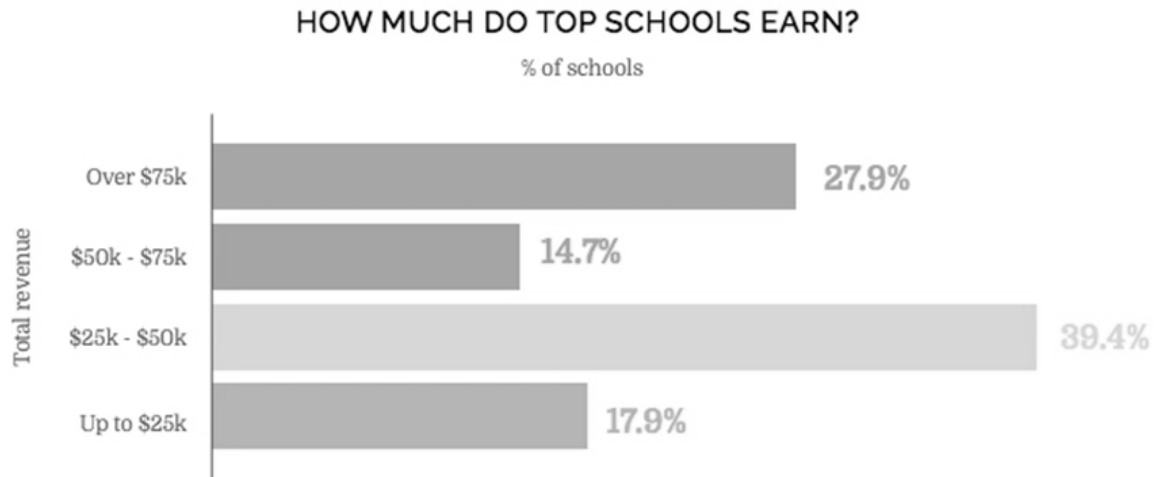


FIGURE 1. Comparison of Total Revenues Earned by Schools and Institutions in Teachable (Source: Yi, 2017 [14])

C. Potentiality of Online Courses

Online Courses as a business is an opportunity that can be taken for business resilience. People's demand to develop new skills without meeting face-to-face is needed to stay relevant to current conditions. In addition, people can also be exposed to new hobbies and interests with the variety of skills and materials provided by online instructors via the Internet. Online courses also provide the option to provide information and teaching for free and sell the information to others. Figure 1 describes the total revenue comparison of all schools and institutions that creates their course by teachers and lecturers in the Teachable platform.

According to Yu & Hu [15], the global market for online education has reached \$255 billion. There is no sign that this market is going to decline or fade away, so with the transactions and income obtained through online courses, it can be said that online courses can be a unique business idea, especially with the new normal conditions supporting this implementation so that there is an increase in the demand for online courses. There are various ways to sell online courses, depending on how the instructor wants to connect with students on the Internet. With the teaching method chosen by an instructor, some general factors must be considered to sell this service:

- What skills do you have, or what material do you have to offer to others?
- How will the material be delivered?
- What platform will be used to carry out the teaching?
- What differentiates your course from other competitors?

Stern [16] also asked questions to think about regarding one's readiness to implement online teaching, which is as follows:

- How can you accommodate different learning styles online?
- How can you convert the learning activities you use in the traditional classroom to the online environment? Do you need to rethink how your material is presented?
- Lecturing is standard when presenting content in college classrooms, so why is lecturing a less effective method of teaching in the online environment?
- Lectures are short and few; where will the students get the information needed to obtain the learning objectives?
- Are video, audio, and real-time activities beneficial in a text-based asynchronous online course?
- How will you inform your online expectations and realities and help ensure their success for your students?
- What problems can you anticipate at the beginning of your course?

1. MOOCs

When selling MOOCs, MOOCs can be given away for free or sold for a price. For instance, on the EdX website, users can access quality content for free to gain knowledge. Then, if they find the course valuable and helpful, they can purchase a certificate that shows that they have completed the course and are proficient in the part of the course they took. This sales method is popular, especially MOOCs because many people are more interested in studying MOOCs and purchasing the certificates of achievement or qualification they received. Sites like Udemy also offer such a method. However, the difference between the two sites is that a collection of experts from universities such as Harvard runs EdX courses. In contrast, Udemy courses are run by general people who have skills or expertise. Hence, many people sell their skills through Udemy due to the limited access to becoming a teacher in EdX.

TABLE VI. TEACHERS/LECTURERS ON UDEMY BY NUMBER OF ENROLLEES AND COURSE PRICE

Number of Learner Enrollees	Number of Courses	% of Udemey Total Courses	Sales from the course (10\$ per Enrollees)
< 100	16.754	32	0 – \$500
101 – 1.000	14.805	28	\$501 – \$5.000
1.001 – 5.000	13.352	25	\$5.001 – \$25.000
5.001 – 10.000	4.516	8.5	\$25.001 – \$50.000
10.001 – 50.000	3.601	6.8	\$50.001 – \$250.000
50.001 – 99.999	67	0.13	\$250.001 – \$499.999
100.000+	42	0.079	\$500.000+
Total	53.137	100%	

Source: Tom, 2019 [18]

To become a teacher on Udemey, a prospective teacher must register with the site and have specific qualifications. Here are some things to consider in registering and teaching through the Udemey platform [17].

- As one of the requirements for teaching, do you have reasonable and clear video and microphone recording quality?
- Have you read and understood the website's terms, conditions, and FAQs for becoming a teacher?
- Is the topic to be taught relevant for more than 2 years?
- How is your competition with others?
- How do you plan the course to be taught?
- Does the topic to be taught fit the requirements?

If these requirements are met, and the course meets the requirements, the course will be posted to the site and can be accessed by visitors who are interested in the content.

When creating a course, the instructor has two options in uploading the course, depending on whether the course is free or paid. If the course is free, the course content should not exceed two hours. If the course is offered for a fee, the course content must have at least 5 live explanation videos and a minimum duration of 30 minutes. Udemey pays teachers depending on the course price set by the teacher, the teacher's status and relationship with Udemey, and how the user purchased the course from the teacher. Instructors are paid a minimum of 25% of the course price and up to 50% of the course price. Instructors can also provide coupons to users interested in the course, and if a user uses the coupon to purchase the course, the instructor will be paid.

According to Tom [18], Based on experiments and observations conducted by the Teachinguide website on the approximately 53,000 courses available on the site (English language content only and setting the average price of paid content for \$10), the sales based on the number of course registrations can be seen in the following table.

2. Youtube Channel

YouTube is one of the most popular online video platforms, with many viewers, and it is increasing daily. One of the ways to attract people to take online courses is by using the YouTube platform, as many people use the platform. Hence, the videos uploaded to YouTube can include many people who will watch the content.

There are 2 approaches to use the YouTube platform as a place to teach, namely:

- Focusing on consistent uploads to attract viewers slowly by relying on advertisements as a source of income, where the more people watch the video and the more advertisements are placed in the video, the more income can be generated from one uploaded video.
- Essentially, it provides 'Free content' that ties the content with a guarantee of high-quality video material to people. Then, attached people can pay more for the promised premium video from the free content [19].

Comparatively, the second approach has more revenue as it focuses more on selling teaching material deemed to be of high value, so it can decide to sell content to certain interested people according to the value of the content. However, the first approach is more straightforward because of the content's flexibility, especially if the people who will watch it are varied. In addition, the second approach is sometimes associated with content fraud, where the person selling the content just delivers content that does not meet expectations and is worse than the free videos on YouTube. In addition, the first approach, while lower in revenue, is socially preferable as it gives people access to free education while also receiving revenue from the videos.

3. Webinars

Webinars are among the most potent and well-known platforms for teaching, spreading, and discussing ideas. According to the MyOwnConference platform [20], 500,000 webinars were created and conducted in the same year, with 10 million participants worldwide. Webinars, in general, can be created and shared for free or offered at a specific price to use as a following or to upsell people on recorded courses or as part of membership [7]. Unlike MOOCs, Webinars are faster in duration, require little preparation and investment, are more interactive [7], and are easier to convey feedback to participants and webinar creators on the webinar [21]. Another difference

distinguishing webinars from MOOCs is that webinars are carried out in a few days of preparation before the direct implementation of the webinar at the scheduled time, compared to MOOCs, where the courses provided can be uploaded to the site directly.

The webinar implementation is carried out from the webinar planning, where the creator plans and looks for interested people in the course so that the webinar can be carried out smoothly. The webinar organizer determines the webinar's subject matter and invites people to participate. There are 3 ways that webinar organizers can choose to attract participants, namely:

- Via E-mail [7] [10].
- Through the Webinar Site/Registration Site [7] [10].
- Through Social Media.

Usually, interested parties will be given brief information about the webinar, which consists of what is discussed in the webinar, the cost, the webinar schedule, how to register, the implementation platform, and who will discuss the webinar. From this information, the webinar creator should [21]:

- Determine that the material to be discussed must be engaging to attract others to participate.
- Determine the cost of the webinar because price can affect a person's interest. To attract people to participate, the creator must assess whether the material is worth selling at a suitable price.
- Determine the schedule of the webinar, usually, it is ideal to do it in the afternoon or evening on weekends when many people have free time and can increase participants in the webinar.
- Determine the implementation platform, which can be done through paid applications such as MyOwnConference or for free. However, the features offered are limited (for example, limited duration and number of participants), such as Google Meet and Zoom.

If someone is interested in the webinar, they must register and "book" it, especially if the number of webinar participants is limited. Usually, a participant will reconfirm closer to the day of the webinar to ensure that the potential participant will attend the webinar. Then, the webinar creator can be the speaker in the webinar and invite several speakers who are experts in the topic or material to be delivered. When the webinar is held, the speakers will discuss the material to be discussed, provide the files needed, and display videos tailored to the topic. A discussion is carried out in the webinar between the speaker and the participants. After the webinar ends, participants provide feedback on the webinar so that the webinar can be improved. Webinars that have been held can be recorded, saved, and then sold as additional income, especially if the webinar is paid and has high material and discussion value or distributed for free for general knowledge [21].

According to a survey conducted by [10] in India, the feedback from the faculty regarding the usefulness and effectiveness of webinars was rated 3.53 out of 4, which means they agree that webinars can be an effective and valuable implementation method. The feedback from the students regarding their experience in learning using webinars was rated 4.29 out of 5, which means they felt that the webinars effectively taught them. According to the survey, delivering material through webinars is more effective and valuable than traditional teaching.

4. Subscription-Type Online Courses

Subscription-type Online Course is a subscription-based online course, which means that the online course is paid for over a set time. The period varies from monthly payments to half-yearly or yearly payments, depending on what is offered and the course duration. This form of an online course is a traditional monthly course that is digitized. People tend to be more accustomed to this teaching method, so this course is easy to do and pay for. This course method is more likely to teach material that is considered long enough in duration so that for the given fee, users can get unlimited access to the teachers involved in discussing the material, such as freedom in asking questions, unlimited requests for practice questions, and others. This course method has two approaches to implementation based on the number of lessons, namely:

a. One Course or One Topic

In this approach, the instructor offers his/her expertise to be taught to others interested in learning it, out of interest, or because of their learning needs. Examples of subscription-type online courses that offer this approach are online tutoring, foreign language courses, and courses to improve TOEFL/IELTS scores. Usually, the instructor only provides what he can offer his students and does not offer material beyond his capabilities.

b. Variation of courses or topics

In this approach, the interested person is offered course websites with a wide variety of courses and teaching offered to him/her for a monthly price that usually includes access to all the material offered, and the various materials. An example of a subscription-type online course that offers this approach is the MasterClass website, which offers all the content on its site for \$180 per year. Another example of this approach is Lynda, which offers all the content on its site for \$29.99 per month.

To sell courses using this method, educators must understand the market demand, what they can offer to the market, and what price they can offer according to the educator's ability and the educator's ability to finance the course. The teacher can advertise the online course on social media, which opens registration according to their

teaching ability. The interested person then follows the instructor's lesson for a while, and they can remain a student or drop out of the course. At the end of the time, before enrolment opens and re-enrollment is possible, the students can give feedback so that the instructor can teach better.

V. CONCLUSION

After the pandemic, the post-pandemic era requires businesses to be resilient to other potential threats to earn profit. One such opportunity is to provide online course services. Teaching and learning activities must continue even if the situation is undesirable, especially now that the pandemic restriction is off and learning from home is not a forced restriction anymore. Although online courses are still considered new to the public, overseas, indirect teaching has been applied as part of teaching. Therefore, people involved in educational activities should start being open to E-Learning. Online courses are a part of E-Learning, which can be used as a facility to learn new things or things related to their respective educational activities. Based on the discussion, it can be concluded that:

- E-learning is a distanced structured learning that uses electronic devices with the help of digital content to achieve learning. The online course is a service that involves distance teaching with a wide variety of materials, ranging from materials taught in schools to skills training through the Internet.
- Methods in online courses include Asynchronous (e.g., Massive Open Online Courses (MOOCs), YouTube) and Synchronous (Webinars and Subscription-type Online Courses). The asynchronous method has the advantages such as freedom of time and repeatable teaching, while the synchronous method has the advantages such as feedback fluency and direct user interaction.
- The differences between E-Learning and Traditional Teaching are that E-learning focuses on learning processes, is work-centered, is student-centered learning, is concerned with each understanding, is result-based, and is usually done by learning counselors. In contrast, traditional teaching focuses on teaching the contents, is classroom-centered, is teacher-centered, concerns the educational context, is activity-based, and is usually done by experts on education. Students are more likely to participate in E-Learning. Lecturers have given their opinion on the advantages and disadvantages of online learning characteristics, which includes using online learning effectively, team effort, add-on to classroom presentations, asynchronous program, synchronous classroom, faculty learning curve, the cost of online learning implementation, using multimedia to enhance lessons, reaching distant learners, assessing learner needs, ability to access course materials, distributing information, feedback, class management, measuring results, and updating material.
- Potentials of online courses are selling MOOCs in Udemy, using a YouTube channel to consistently upload for educational purposes or use it as a free video for paid premium content, using webinars as a selling point for paid courses or charging for webinars instead, and opening subscription-type online course to teach courses for a monthly or annual payment.

The implication of this research stems from the fact that, from a theoretical perspective, online course is considered to be one of the emerging ways to conduct lectures and teach people from all around the world without the need to meet in person as a part of online learning, since the technological development supports the environment to learn in digital spaces. Practically, there are general positive views about online learning, both from the learners' and lecturers' perspectives. The potential revenue online courses can benefit is prominent as the market of skill learning is at an all-time high. The limitation of this paper excludes the discussion on other forms of online learning, as it only focuses on online courses in online learning, removing another equally interesting subject in online learning. The author recommends researching online course's effectiveness in learning and involving other online learning tools useful for conducting learning and teaching.

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