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Exploring the Strengths and Weaknesses of Ruangguru as Online Learning Platform to Support Students' Learning Activity

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Abstract

The existence of Ruangguru as one of the online learning platforms in Indonesia has helped students to learn at home individually. Ruangguru smartphone application allows virtual learning to become more organized in adjusting the curriculum. Ruangguru provides exclusive features to facilitate online learning, which makes this application widely used by students. However, many believe that Ruangguru still cannot replace face-to-face learning activities. Therefore, this research aimed to explore the strengths and weaknesses of this platform based on the students' experience. The participants were five senior high school students batch 2021 from two courses in Banda Aceh who have experienced learning conventional/offline courses and online learning by Ruangguru. This research uses a qualitative approach with interview and observation as the data collection techniques. Based on the research findings, Ruangguru allows learning in an environment without time and place restriction. It is proven capable enough of changing the barriers caused by poverty, location, and other factors. However, Ruangguru could not replace conventional learning, especially in the context of social interaction. The main reason is that Ruangguru only focuses on the students' learning achievements. However, some other significant aspects are overlooked such as low feedback, lack of peer interaction, and unscheduled learning.

Keywords: Ruangguru Application; Online Learning Platform; Conventional Learning

Introduction

The development of science and technology makes the learning process no longer monopolized by the presence of teachers in the classroom. Nowadays, students can study anywhere and anytime. They often happier and better understand when using online learning applications rather than conventional learning in the classroom (Sadiku et al., 2018). Therefore, many educational institutions in Indonesia already use digital media to support online learning, such as Ruangguru. In 2019, it had collaborated with 32 of 43 provincial governments and more than 326 cities and has more than 10 million users (Kartosoepetro, 2019).

Quoted from the official Ruangguru website, this platform offers various technology-based learning services, including virtual classrooms, subscription to learning videos, online exams, and private courses. In addition, Ruangguru provides complete materials from trusted sources by following the Indonesian education curriculum (Sembring, 2018). It contains learning videos explained by qualified tutors with interesting

165

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10

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Introduction

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animations to help students understand the concepts and contexts of complex topics. After the video explanation, Ruangguru also gave a short quiz as a confirmation.

6 The mission of Ruangguru is to provide and expand access to good quality education using technology for all students, anytime and anywhere without getting tired and bored with the conventional learning model. However, its existence is not enough to replace the effectiveness of face-to-face learning. Online learning environments like Ruangguru are still struggling with student feedback. Whereas feedback greatly influences on students since it makes the learning process more significant and increases student motivation (Yengin et al., 2010).

Sadiku (2018) recommends to online instructors some of these principles for successful online teaching : (1) encourage student participation, (2) encourage student cooperation, (3) encourage active learning, (4) give prompt feedback, (5) emphasize time on task, (6) communicate high expectations, (7) respect diverse talents and ways of learning, (8) address individual differences, (9) motivate the student (10) avoid overload information, (11) create real-life context, (12) encourage social interaction, and (13) encourage student reflection. Therefore, those principles would be used in this research to measure whether or not this application is feasible for students.

Literature Review **Virtual Teaching and Learning**

Meyer (2020) mentioned that virtual learning is not a conventional classroom moved into online but rather an integrated learning experience in a curriculum designed specifically to have virtual experience. Virtual learning can be as good or even better than face-to-face learning. Previous research has shown that online or virtual learning students perform better than those who receive face-to-face learning, but only if it is done in the right way. Successful online learning combines elements where students learn in their way and able to think deeply and critically about the subject matter combined with elements where students are online together and interact with each other, their teachers, and materials (Greenhow, 2020).

Virtual teaching and learning provides the opportunity to expand learning environment for diverse students. On the other hand, some studies describe students as being less satisfied with virtual learning and preferred conventional face-to-face courses. Students accustomed to conventional learning and enrolled in an online platform have experienced negative emotions, such as fear, anger, or helplessness (Butz et al., 2015). In contrast, some studies also showed that introverted students prefer virtual learning because in face-to-face class they tend to feel less confident and consider public speaking as a burden, and feel embarrassed to speak in class (Stern, 2004).

Online Learning Platform Ruangguru

Ruangguru is a widely used online learning platform in Indonesia to manage learning activities in a virtual classroom. In an interview with the Jakarta Globe, Ruangguru co-founder, Iman Usman, revealed the idea to launch this application:

1 "This is a comment from our website users. They do their homework late at night, and it is difficult for our tutors to reach their position at that time. That's why we came up with this direct tutorial function to solve this problem."

Ruangguru offers educational services to students from all levels (elementary, middle, and high school). If we look at the features and characteristics provided by Ruangguru, it can be concluded that Ruangguru will target millennials as its target market. Millennial students are called "digital natives" (Prensky, 2001) who have access to digital media

and technologies from an early age. The characteristics of millennial students are 24 hours per 7 days connected to internet facilities caused by the demands of social group activities and environment (Mcmahon & Pospisil, 2005).

In March 2020, Ruangguru became the most downloaded application in Indonesia (Alfarizi, 2020) as a result of its participation in providing free online schools for all Indonesian students in the COVID-19 emergency response. Like a regular school schedule, Ruangguru facilitated online learning from Monday to Friday from 08:00 to 12:00. In this case, we can assess that flexibility of Ruangguru has become its strength and perhaps could replace the conventional learning.

Experts and researchers have agreed that conventional learning is an effective method to carry out teaching and learning activities. Face-to-face learning can enable effective communication between students and teachers (Kamsin, 2005). Furthermore, Gunawardena (1995) claimed that social presence is an essential factor in face-to-face learning to achieve learning efficiency. However, Ruangguru eliminates the social presence and replaces it with interactive digital media in its learning services. Rahmawati (2021) has proved that most Ruangguru services have fulfilled high interactivity. It means the services provide a direct response and facilitate two-way communication. Since interactivity is an essential factor in online learning that can fill a social presence.

Benefits and Challenges

The innovation of online education provides solutions as well as challenges. You & Kang (2014) have proven that online education is beneficial for students who prefer self-regulated learning. It provides time and space convenience, cost-effectiveness, and flexibility. Flexibility is one of the reasons why students are attracted to online learning. Also, because it is more flexible, students are free to manage their own time independently and solve time constraints when applying knowledge materials in real life (Rahmawati & Sujono, 2021).

Online learning is bringing the long-awaited revolution to education, gradually removing the financial and geographic obstacles. These are barriers for students to get an equal quality education wherever they are (Gilbert, 2015). Furthermore, online courses perhaps become opportunities for students from small schools in rural areas or low-income backgrounds to take good quality courses that are normally not offered.

On the other hand, online teaching has also received many criticisms, questioning its value, effectiveness and quality (Sadiku et al., 2018). Critical questions about quality in online learning have been raised as complex as the reality of online learning itself. The challenge of online education relies heavily on online teachers (Gherhes et al., 2021). The problems faced by online teachers include delivering courses effectively and getting used to online tools and infrastructure. Additionally, they need a long time to prepare and teach online courses.

Research Method

This research was designed as a qualitative descriptive to explore the circumstances and conditions of an existing phenomenon (Moleong, 2016). The description appears after the creative exploration and serves to organize the findings to fit the explanation (Knupfer & McLellan, 1996). This method was considered appropriate to reveal the experiences and thoughts of the participants. The information will be thoroughly investigated in order to provide a perspective on the topic from the subject's point of view (Alwasilah, 2000).

In collecting data, the researcher applied interview and observation as the instruments. The observation was done by monitoring individuals and the research setting (Creswell, 2014). Because the focus of this research was on Ruangguru, so every activity containing strengths and weaknesses will be observed and collected by note-taking. After that, as the data validation, the researcher decided to use interview.

In qualitative research, there are three types of interviews: unstructured, semi-structured, and structured (Muhtar, 2014). Because the objective of this research was to investigate the strengths and weaknesses of Ruangguru, a semi-structured interview seemed appropriate as a method of understanding the interviewees' experiences. Using this type of interview, the researcher attempted to obtain a more open response from participants as well as ideas that needed to be addressed. The interview was conducted in Indonesian to avoid misunderstanding. Open-ended questions were asked to participants and required a written response through e-mail.

Homogeneous purposive sampling techniques were used in selecting the participants. This approach aims to provide a homogenous sample with comparable characteristics such as age, occupation, background, etc., who can offer the best information as needed (Palys, 2008). In addition, this technique was chosen since the research objective addressed the specific characteristics of a particular group (Suri, 2011). The criteria of participants were the students who have experienced conventional learning and online learning by Ruangguru. Hence, the selected participants were five senior high school students batch 2021 from two courses in Banda Aceh (Bimbel Khalifah and Ganesha Operation).

Results and Discussion

Based on the observation, many students entrust Ruangguru to support their learning during this pandemic. The implementation of online schools during the pandemic makes teaching and learning process less interactive. Therefore, the high interactivity of Ruangguru creates a practical and feasible online learning environment. However, some of them still prefer to interact with the teacher directly instead of virtually. Based on the interview findings, students stated that Ruangguru has strengths in terms of flexibility, affordable price, and suitability, especially for those who want to apply blended learning. On the other hand, there are some significant drawbacks in terms of providing progressive feedback, no peer interaction, and unscheduled study. Those will be elaborated into the following themes below.

Strengths of Ruangguru

Flexibility

One of the strengths of Ruangguru application is its flexibility. A set of online learning flexibility dimensions are medium, time, place, content, learning styles, assessment, interaction and collaboration, and learning support (Fisher & Whale, 2014). The student stated in the interview:

Excerpt 1:

"I spend much time at school from Monday to Saturday morning until afternoon, so I have no time to take any additional courses. The solution is Ruangguru app, I can study anytime and everywhere".

Another reason that proved Ruangguru as an excellent choice for learning based on its flexibility as represented in:

Excerpt 2:

"I started to use Ruangguru when I was in the 12th grade of high school for exams preparation. I chose Ruangguru because in my area there are no courses for university examination preparation. Even though I don't live in the urban area, I can get a good quality course".

This is in line with Chaney (2001) who states online courses have the ability to provide more opportunities for students in small, rural, or low socioeconomic school districts to pursue courses that might, otherwise, be unavailable.

Affordable Price

One interesting thing about Ruangguru is its exclusive and good-quality services at affordable prices. As stated by students:

Excerpt 3:

"I am satisfied in using Ruangguru, full-featured and easy to use compared to other learning applications. More importantly, it is low prices but high quality. It also can be accessed 24 hours every day".

If we compare the cost of services, Ruangguru is much cheaper than others. Other courses charge up to IDR 5.000.000 – 10.000.000 per year and Ruangguru only IDR 3.000.000 for one-year subscription. Quoted from the official website of Ruangguru, subscription charges can be cheaper if added with a discount of up to 60%. Students will be able to enjoy its services by paying half of the normal price, IDR 600.000 – 1.000.000 per academic year.

Blended Learning Suitability

A student showed a preference for combining rather than just supporting one type of learning over another. Tagoe (2012) stated that a combination of online and face-to-face learning is known as blended learning. The blended learning approach combines the two learning models (face-to-face and online education) that complement and support each other (Graham, 2013). The student stated:

Excerpt 4:

"I prefer face-to-face learning, but I still need Ruangguru. I use Ruangguru to study at home. I got a better understanding in the Ruangguru because the explanation starts from concepts to theory; tutors at my course don't do that. However, I need direct consultations with my course tutors when working on difficult questions that cannot be done in Ruangguru".

The act of "blending" increases the availability and enrichment of resources and information for students. Therefore, the combination of Ruangguru and conventional courses is considered to be effective for the implementation of blended learning.

Weaknesses of Ruangguru

Feedback

Feedback is a crucial aspect of communication particularly in teaching and learning (Yengin et al., 2010). Furthermore, Yengin et al. added that feedback is even more important because of the lack of face-to-face interaction in online learning. Ruangguru seems to still struggle with giving feedback to students, as stated:

Excerpt 5:

"In face-to-face learning, I can discuss anything with the tutor directly. It can be about the learning problems and constraints I faced. I do not get it in Ruangguru. When I asked some questions, sometimes it does not provide the correct answer. Even though now there is a feature called roboguru, but it still often does not work."

Ruangguru has provided a "roboguru" feature that is available for free via Whatsapp. Students could send photos of a difficult task to the room chat. In a few minutes, roboguru will automatically bring up the answer. However, since this feature is only a robotic program, it is not a solution.

Peer Interaction

In Ruangguru, student-student interactions are less concerned than student-instructor and student-content interactions. Rahmawati (2021) stated that it is because Ruangguru only concentrates on students' academic performance. There is relatively less social interaction in the form of transfer of community value, though peer interaction and collaboration are valuable for younger students (Thomson, 2010). The student stated:

Excerpt 6:

"I prefer the conventional course because I can make many friends. I can build my communication skills and self-confidence with face-to-face learning, rather than just learning alone in my room using the application".

This is in line with Stern (2004) who stated that introverted students prefer virtual learning because they tend to feel less confident in face-to-face class, consider public speaking as a burden, and feel embarrassed to speak in class.

Self-Regulated Learning

In online learning activities, the control is entirely in the hands of the learner. Students can individually manage their study hours each day. This flexibility provided by online learning sometimes makes students irresponsible with their learning schedules and learning outcomes (Fisher & Whale, 2014). As mentioned by students:

Excerpt 7:

" In the conventional course, there is a schedule that I must adhere to, hours and days. Ruangguru does not have one, so sometimes I feel lazy to learn and my study time becomes unscheduled and messy."

Conclusion

The research indicates the strengths and weaknesses based on students' testimonials while using the online learning platform Ruangguru. Overall, Ruangguru allows learning in an environment without being restricted by time and place. It is proven capable enough of changing the barriers caused by poverty, location, and other factors. Because of its flexibility, Ruangguru can reach all the users to small and rural districts where tutoring facilities are not available. In addition, it also becomes a facility to learn individually at home for students who do not have enough time for additional courses. Most importantly, this application provides good-quality services at affordable prices.

As one of the largest online tutoring platforms in Indonesia, Ruangguru needs some improvements on its services. The main reason is that Ruangguru only focuses on the students' learning achievements. At the same time, some other important aspects are overlooked such as low feedback, lack of peer interaction, and unscheduled learning. As

mentioned in the introduction, Sadiku (2018) sets 13 standards for successful online teaching, four of which are: (1) give prompt feedback, (2) motivate the student, (3) encourage social interaction, and (4) encourage student's reflection. Therefore, those highlighted vital components would be a consideration for creating a good quality online learning service in the future.

Online learning by Ruangguru and conventional learning have their own strengths and weaknesses. Machine-guided learning does not exist to be a replacement for face-to-face learning, but rather to be a tool that teachers or students use as supporting facility. The choice between them is adjusted to the students' needs. The blended learning approach can be a solution for students who need maximum learning by taking advantage of both learning facilities. This approach allows students to enrich information and resources to improve the quality of learning.

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