RuangGuru as an Ideation of Interaction and Education Revolution during COVID-19 Pandemic in Indonesia

Maichel CHINMI¹,
Rustono Farady MARTA²

¹S.Pd. (Bachelor of Education), Master's Degree of Communication Department at Postgraduate Studies, Universitas Bunda Mulia, Tangerang, Banten, Indonesia, mchinmi@bundamulia.ac.id

²Dr., S.Sos., M.Med.Kom., Head of Master's Degree of Communication Department at Postgraduate Studies, Universitas Bunda Mulia, North Jakarta, Jakarta, Indonesia, rmarta@bundamulia.ac.id

Abstract: COVID-19 pandemic has been destroying many sectors globally, one of which is education. Where students cannot do activities as they should at school. They must remain at home to avoid the epidemic that runs rampant. During this crucial time Ruangguru offers an Education revolution which is very helpful, so that, students and teaching staffs can still learn and develop themselves amid the limitations. What is presented by Ruangguru application is in harmony with the ideation theory, which is a new way of thinking or behaving in social interaction or communication. The author found something creative and different in Ruangguru system where communication is varied which can enhance the enthusiasm of students to learn as ideation in social interaction.

Keywords: *Ruangguru; COVID-19 Pandemic; Education Revolution; Ideation Theory; Social Interaction.*

How to cite: Chinmi, M., & Marta, R.F. (2020). RuangGuru as an Ideation of Interaction and Education Revolution during COVID-19 Pandemic in Indonesia. *Revista Romaneasca pentru Educatie Multidimensionala*, 12(2Sup1), 118-129. <https://doi.org/10.18662/rrem/12.2Sup1/297>

1. Introduction

Education is fundamental and important in human life. It is needed for society and basis of a good life (Bhardwaj, 2016). A good country is determined by its people who are well educated by giving good contributions to their country to invent something which worthwhile to their society. The invention in technology, science, arts, is needed to keep their country in advance from other countries (Ngafifi, 2014). Therefore, education cannot be stopped as it is essential.

Marta and Robin (2019:17) explains education is important to be given since early childhood period where children are taught some lessons from their childhood, so that, they are used to live like they are taught. Thus, is it important to give them positive learnings during their early childhood. Also, it is important to give directed lessons specifically to goals, thus, children can understand, perfectly (Marta & Fernando, 2020)

In addition, through education we can also produce persons who are high integrity. Persons get their integrity from the value and moral where they learn from the society and how the environment teach the person to become someone's who has high integrity in his life (Marta, 2018).

Let alone, this time when technology keeps developing, unstoppably. Education follows to use technology in order to serve society for better education where schools start to use technology as a tool for them to teach students online. It implies how humans want their society to be well educated in so many ways, so that, people can study easier from era to era (Marta & Christanto, 2015). Technology makes people can easily access whenever people want to access (Marta et al., 2006). Moreover, Technology brings changes in society in many aspects (Christian, 2019).

Unfortunately, Indonesia is one of the countries which need to develop their education as it is still complex and has community issues (Nasution, 2008). Several schools and locations in Indonesia are lack of resources, tools, education's system and good curriculums. As a result, most of the Indonesian people are not well educated and not aware of how important is education for their basis of a good life (Sukasni & Efendy, 2017).

In 2020, world has faced a serious problem where pandemic called COVID-19 spreads all over the world rapidly. This outbreak has been destroying many sectors globally. Economy, hospitality, tourism, included education are impacted by the pandemic where all are stopped the operation to prevent the spread of COVID-19 (Ozili & Arun, 2020).

2. COVID-19 In Indonesia

World has been facing a total crisis in education affecting 290.5 million students worldwide due to the COVID-19 pandemic (Dio Prasasti, 2020). Actually, the crisis in education did exist long before this outbreak occurred Especially in Indonesia. For instance, unstable curricula, unmeasured student needs, soft skills, inappropriate use of technology, and many other issues that make education does not run as what people expect, so that, this outbreak makes even worst (Suryana, 1999). This time also brings a big psychological issue in students who are used to do their activities in schools. Being at home and study is totally unusual for the students who are used to go to school (UNSM, 2020).

This time, when the authors are writing this journal, is in a situation which students are not able to go for school. Thus, schools are finding a hard time to teach their students by distance, let alone, they are not ready for the systems and not equipped by skills for this time of trouble (Hamraie, 2020).

At the same time, it is a great opportunity for educators to re-design and how to actualize new approaches of teaching which can be applied in the future. So that, they can develop a more global and revolutionary methods/approaches further in Indonesia (Madjid, 2016).

According to Afrianto, a revolutionary teacher is the key in bringing a process of change, such as, suitable curriculum process, tools of teaching, classroom management, soft skills, and so on. Thus, teachers need skills to be equipped which can be transferred to their students eventually (Afrianto, 2018).

4C (Critical thinking, Creativity, Collaboration, and Communication) are skills people need in the future, It needs to be developed, so that, As humans can be different from robots or machines which are now widely used to facilitate humans in their activities and create innovations related to learning and skills (Zubaidah, 2019).

Ruangguru as a platform which runs for education basis system engage the need of students to study and the need of teachers to re-design their skills, especially 4C's skill (will be discussed more in discussion section), through virtual tools. In addition, Ruangguru is absolutely ready more than schools in Indonesia which mostly they do not have good online systems, so that, they are not ready for this situation (Saputra, 2020)

3. RuangGuru During Pandemic Times

Ruangguru is currently being intensively to help Indonesia which are in time of trouble where students cannot study and teachers cannot teach offline by giving free of charge to use Ruangguru application (Latifah, 2020)

**Nggak perlu khawatir kalo
nggak bisa ke sekolah karena COVID-19!**

Figure 1 Ruangguru offers Free Live Teaching during COVID-19

Source: <https://sekolahonline.ruangguru.com/>

Various kinds of patterns are presented such as two ways communication, creative videos for illustrations, collaboration grouping system, and reading section which persuade students to be more critical. The patterns certainly bring a new nuance to students who are currently studying at home (Rahadian et al., 2019).

The three products which provides various kinds of patterns where are related to 4C which students and teachers need to be equipped are ruangbelajar, ruangbelajarplus, and ruangbaca. Ruangbelajar provides videos which are able to teach students creativity and stimulate them by visual learning. By visual learning it gives completeness and coherence as well as well as their role as platforms to inference (Bobek & Tversky, 2016).

Figure 2 Products of Ruangguru Which Provides Various Kinds of Patterns
Source: Gideon (2018)

In addition, according to the journal of Anthony F. Grasha said that the individual teaching model has different advantages from groups such as providing more detailed information, providing clear answers, deeper concepts (Grasha, 2002). Moreover, teachers can hone their teaching abilities and also creativity in making material through content offered by Ruangguru applications such as learning videos and in-app activities (Taswadi, 2019).

Ruang belajar plus provides grouping learning where students are taught to collaborate and communicate with their co-students as group work can create a positive learning climate, classroom cohesion, and improve self-directedness (Wyk & Haffejee, 2017). Also, Group communication has the advantage that students can develop deeper learning themes as well as improve their skills such as writing and communication. Being in groups helps them to collaborate effectively (Burke, 2011).

Ruangbaca where students stimulate by reading to be more critical thinking. According to Shu-Ying Chang, Literature reading helped those who scored low in pretest and and practice students to have better analysis (Tung & Chang, 2017). The products are engaged with the ideation theory that conceptualizes the new way we think or behave in a community

reflected in our social interactions or the way we communicate. (Briggs & Reinig, 2007)

The outbreak of COVID-19 creates intention where converts to be a new behaviour in education activities. Moreover, as the environmental supports and constraints and reinforce skills and knowledge to find solution, so that, people find a better way to use virtual system or distance learning by online.

Figure 3 Ideation process

Source: Krenn et al. (2014)

The author finds that Ruangguru fulfil the needs of students and teacher in midst of pandemic COVID-19. In other words, Ruangguru comes with a new way of thinking where people can see now during pandemic period COVID-19 where creativity, communication skills, Collaboration, critical thinking can be obtained through virtual education. Enhance, we cannot separate technology out of something nowadays since it is a powerful media to face new era which is called 5.0 (Berawi, 2019)

4. Future Learning System

Ruangguru offers an easy way to learn online or user-friendly experience for users who wants to learn. A variety of technology-based makes it easy for students or teachers to apply (Anggraeni, 2019). Methods such as e-learning also have useful goals for students such as increasing the absorption of students, independent learning, and improving the quality of learning from existing materials (Khasanah, 2008)

COVID-19 does not stop people from learning and to obtain their knowledge. Even through virtual education presented by Ruangguru application brings new ideas in social interactions which teach them 4C skills (Rahadian et al., 2019).

This is what people need in the midst of difficulties. Ruangguru provides a new color in the world of Education primarily based on virtual where this application provides a variety of simulation learning with different techniques individually or in groups. According Kemala Siregar and Fitriawan, their result of research find that most people who use Ruangguru are satisfied (Kemala et al., 2018).

In the next era 5.0, where the concept of society is centered on people and technology. Certainly, education will follow in virtual concepts which is like Ruangguru platform. Education institutions will adapt what Ruangguru has in the future and may further to develop. The COVID-19 pandemic has indirectly opened the discourse of how education revolves in the future for a better education (Faulinda & Abdu, 2020).

Education is the main basis for the development of character and norms, therefore, it is very important to deliver materials in many ways that people can easily understand. Thus, the role of media is important to deliver the materials like RuangGuru has (Teguh & Ciawati, 2020). Through digital platform it can create behavior exchange from traditional to digital method where new environmental creates values and new attitudes (Liem et al., 2019). A country is seen as having a quality as it comes from their resources. So, education is the thing we need to keep to produce excellence resources (Rahadian et al., 2019). In conclusion with technology that is integrated with education will become a breakthrough and revolution that reaches targets such as 4C learning and soft skills that are needed in the future needed by the community, teaching staff and also the country even in the middle of outbreak such as COVID-19 (Damon et al., 2016)

5. Conclusion

In time of pandemic COVID-19 has revealed a new system in education to help students and teachers to get through the hard time. Furthermore, this system which is provided by RuangGuru creates many ideations process back and forth, as a result, it creates a new behavior of learning in Indonesia where are based on technology and give The Indonesia people a new experience of learning where the future learning system could be the same like what RuangGuru has provided.

In Addition, through RuangGuru products students and teachers also learn 4C (Critical thinking, Creativity, Collaboration, and Communication) where those are needed in the future to distinguish between human and robot. As humans are still better and different than the robot where humans have critical thinking, creativity, collaboration, and communication where Robots do not have.

Acknowledgment

We are grateful because we managed to complete this article within the time. This article cannot be completed without the effort and co-operation by our members in this article. Moreover, there are many encouragements been given as this country Indonesia can run its education absolutely excellence even in time of Pandemic COVID-19. We also sincerely thank the Ministry of Research and Technology/ National Agency for Research and Innovation of the Republic of Indonesia [Kemenristek/BRIN-RI] number 054/LL3/AM/2020, March 23rd, 2020, who fully supports us in the grant program, so that this research paper can proceed.

References

- Afrianto. (2018). Being a professional teacher in the era of industrial revolution 4.0: Opportunities, challenges and strategies for innovative classroom practices. *English Language Teaching and Research*, 2(1), 1–13. https://www.researchgate.net/publication/331986263_Being_a_Professional_Teacher_in_the_Era_of_Industrial_Revolution_40_Opportunities_Challenges_and_Strategies_for_Innovative_Classroom_Practice
- Anggraeni, T. (2019). Designing a communication strategy of product and visual for Ruangguru application. *Advances in Social Science, Education and Humanities Research*, 197, 566–573. <https://www.atlantis-press.com/proceedings/bcm-18/125910985>

- Berawi, M. A. (2019). Managing nature 5.0 in industrial revolution 4.0 and society 5.0 era. *International Journal of Technology*, 10(2), 222–225. <https://doi.org/10.14716/ijtech.v10i2.3084>
- Bhardwaj, A. (2016). Importance of education in human life: A holistic approach. *International Journal of Science and Consciousness*, 2(2), 2455–2038. <http://ijsc.net/docs/issue4/importance-of-education-in-human-life.pdf>
- Bobek, E., & Tversky, B. (2016). Creating visual explanations improves learning. *Cognitive Research: Principles and Implications*, 27, 1–14.
- Briggs, R. O., & Reinig, B. A. (2007). Bounded Ideation Theory: A new model of the relationship between idea-quantity and idea-quality during ideation. *Journal of Management Information Systems*, 27, 1–10. <https://doi.org/10.1109/hicss.2007.108>
- Burke, A. (2011). Group work: How to use groups effectively. *The Journal of Effective Teaching*, 11(2), 87–95. https://uncw.edu/jet/articles/vol11_2/burke.pdf
- Christian, M. (2019). Telaah keniscayaan iklan di kanal YouTube sebagai perilaku khalayak di kalangan milenial [Study the inevitability of ads on YouTube channels as public behavior among millennials]. *Bricolage: Jurnal Magister Ilmu Komunikasi*, 5(02), 141. <https://doi.org/10.30813/bricolage.v5i02.1890>
- Damon, A., Glewwe, P., Wisniewski, S., & Sun, B. (2016). Education in developing countries. What policies and programmes affect learning and time in school (2nd ed.). <https://www.oecd.org/derec/sweden/Rapport-Education-developing-countries.pdf>
- Dio Prasasti, G. (2020). UNESCO penutupan sekolah akibat COVID-19 berdampak pada 290 juta pelajar di dunia [UNESCO, school closing due to COVID-19 impacts on 290 million students in the world]. <https://www.liputan6.com/health/read/4195275/unesco-penutupan-sekolah-akibat-covid-19-berdampak-pada-290-juta-pelajar-di-dunia>
- Faulinda E. N., & Abdu, A. R. N. (2020). Kajian: Kesiapan pendidikan Indonesia menghadapi era society 5.0 [Indonesian education readiness facing the era of society 5.0]. *Jurnal Kajian Teknologi Pendidikan*, 5, 61–66. <http://dx.doi.org/10.17977/um039v5i12020p061>
- Gideon, S. (2018). Peran media bimbingan belajar online “Ruangguru” dalam pembelajaran ipa bagi siswa smp dan sma masa kini: sebuah pengantar [The role of “Ruangguru” online tutoring media in science learning for today’s middle and high school students: An introduction]. *Jurnal Dinamika Pendidikan*, 11(2), 167. <http://ejournal.uki.ac.id/index.php/jdp/article/download/813/657/>
- Grasha, A. F. (2002). The dynamics of one-on-one teaching. *College Teaching*, 50. <https://www.tandfonline.com/doi/abs/10.1080/87567550209595895>
- Hamraie, A. (2020). *Accessible teaching in the time of COVID-19*. <https://www.mapping-access.com/blog-1/2020/3/10/accessible>

- Kemala, R., Siregar, D., & Fitriawan, R. A. (2018). Analisis kualitas website Ruangguru.com menggunakan Webqual 4 . 0 dan Ipa [Importance performance analysis Ruangguru.com website quality analysis using Webqual 4 . 0 and Ipa]. *Komputika: Jurnal Sistem Komputer*, 5(1), 1201–1208.
- Khasanah, I. H. (2008). Reinforcement of material using the application Ruangguru. https://www.researchgate.net/publication/330291132_Reinforcement_Of_Material_Using_The_Application_Ruang_Guru
- Krenn, S., Cobb, L., Babalola, S., Odeku, M., & Kusemiju, B. (2014). *Global Health: Science and Practice*, 2(4), 427-443. <https://doi.org/10.9745/ghsp-d-14-00009>
- Latifah, L. (2020). Sekolah online Ruangguru, alternatif e-learning gratis di rumah untuk siswa [Ruangguru online school, alternative free e-learning at home for students]. *Tribunnews*. <https://www.tribunnews.com/nasional/2020/03/16/sekolah-online-ruangguru-alternatif-e-learning-gratis-di-rumah-untuk-siswa>
- Liem, S., Marta, R. F., & Panggabean, H. (2019). Sanitation behavior and risk of stunting: Understanding the discourse of a public service announcement. *Jurnal The Messenger*, 11(2), 168. <https://doi.org/10.26623/themessenger.v11i2.1317>
- Madjid, N. (2016). Pendidikan revolusioner (studi atas pemikiran Murtadha Muthahhari) [Revolutionary education (study of the thinking of Mutahhari Mutarihari)]. *Irfani*, 12, 69–87.
- Marta, R. F. (2018). Integrity identification in ethnographic by biopic of Kwee Tjie Hoei. *Jurnal Komunikasi ISKI*, 03(2). <https://doi.org/https://doi.org/10.25008/jkiski.v3i2.229>
- Marta, R. F., & Christanto, H. (2015). Pelaksanaan ujian nasional (studi kasus pada sistem manual-2014 dan online-2015 di smk 2 penabur Jakarta) [National examination (case study in the manual-2014 and online-2015 systems at junior high school penabur 2, jakarta)]. *Komunikasi*, 9(2), 81–94.
- Marta, R. F., & Fernando, J. (2020). Dialectics of forgiveness between ethnic communities for west Kalimantan harmony. *Jurnal The Messenger*, 12(1), 1. <https://doi.org/10.26623/themessenger.v12i1.1408>
- Marta, R. F., Fernando, J., & Simajuntak, R. F. (2006). Eksplikasi kualitas konten peran keluarga pada Instagram @Kemenpppa [Quality rationing of family role content on Instagram @Kemenpppa]. *Journal of Communication*, 4(2).
- Marta, R. F., & Robin, P. (2019). Kebahasan sinematik bernuansa pluralitas dalam iklan BNI Taplus anak [Cinematic language nuanced Plurality in BNI Taplus child ads]. *Communication - Jurnal Ilmiah Universitas Budi Luhur*, 10, 16–37. <https://doi.org/10.36080/comm.v10i1.810>

- Nasution, E. (2008). Problematika pendidikan di Indonesia [Problems of education in Indonesia]. *Jurnal Fakultas Ushuluddin Dan Dakwah LAIN Ambon*, 1(1), 1–10.
- Ngafifi, M. (2014). Advances in technology and patterns of human life in socio-cultural perspective. *Jurnal Pembangunan Pendidikan: Fondasi Dan Aplikasi*, 2(1), 33–47.
<http://journal.uny.ac.id/index.php/jppfa/article/viewFile/2616/2171>
- Ozili, P. K., & Arun, T. (2020). Spillover of COVID-19: Impact on the global economy. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.3562570>
- Rahadian, D., Rahayu, G., & Oktavia, R. R. (2019). Teknologi pendidikan: Kajian aplikasi Ruangguru berdasarkan prinsip dan paradigma interaksi manusia dan komputer [Educational technology: Study of Ruangguru applications based on principles and paradigms of human and computer interaction]. *Jurnal Petik*, 5(1), 11–24. <https://doi.org/10.31980/jpetik.v5i1.489>
- Saputra, Y. (2020). Virus Corona tak semua pengajar, siswa siap terapkan “sekolah di rumah” [Corona virus not all teachers and students are ready to apply online schooling]. <https://www.bbc.com/indonesia/indonesia-51906763>
- Sukasni, A., & Efendy, H. (2017). The problematic of education system in Indonesia and reform agenda. *International Journal of Education*, 9(3), 183. <https://doi.org/10.5296/ije.v9i3.11705>
- Suryana, S. (1999). Permasalahan mutu pendidikan [Quality problems in education]. *Edukasi*, 2, 1–12.
- Taswadi, T. (2019). Increased ability to make learning evaluation instruments with peer sharing methods. *Advances in Social Science, Education and Humanities Research*, 255, 279–282. <https://doi.org/10.2991/icade-18.2019.64>
- Teguh, M., & Ciawati, S. T. (2020). Perancangan strategi digital marketing communication bagi industri perhotelan dalam menjawab tantangan era posmodern [Digital marketing communication strategy design for the hospitality industry in answering challenges in the postmodern era]. *Bricolage: Jurnal Magister Ilmu Komunikasi*, 6(1), 051. <https://doi.org/10.30813/bricolage.v6i01.2067>
- Tetap Sehar, Tetap Belajar. Ruangguru offers free live teaching during COVID-19. (n.d.). <https://sekolahonline.ruangguru.com/>
- Tung, C. A., & Chang, S. (2017). Developing critical thinking through literature reading. *Feng Chia Journal of Humanities and Social Sciences*, 19, 287–317. https://www.researchgate.net/publication/265218298_Developing_Critical_Thinking_through_Literature_Reading
- Universitas Sebelas Maret (UNSM). (2020). Dampak COVID-19 menurut psikolog UNS - Universitas Sebelas Maret [The Impact of COVID-19 according to UNS psychologists - Sebelas Maret University]. <https://uns.ac.id/id/uns-update/dampak-covid-19-menurut-psikolog-uns.html>

- Wyk, J. Van, & Haffejee, F. (2017). Benefits of group learning as a collaborative strategy in a diverse higher education context. *International Journal of Educational Sciences*, 1122. <https://www.tandfonline.com/doi/abs/10.1080/09751122.2017.1305745>
- Zubaidah, S. (2019). 4C: Learning and innovation skills. [https://www.researchgate.net/publication/332469989 Mengenal 4C learning and Innovation Skills Untuk Menghadapi Era Revolusi Industri](https://www.researchgate.net/publication/332469989_Mengenal_4C_learning_and_Innovation_Skills_Untuk_Menghadapi_Era_Revolusi_Industri)
40 1