

Investigating EFL Learners' Perceptions and Practices Using the Indonesia's Prepaid Mobile Application Ruangguru

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Abstract: Ruangguru, one of Indonesia's prepaid applications, has facilitated autonomous learning for students. Ruangguru (henceforth RG) is a mobile application enhances online learning organizations by aligning it with Indonesia's curriculum. RG offered students a platform with distinctive characteristics to support online study in several subjects. The present study examines students' viewpoints on using Ruangguru, one of Indonesia's online learning prepaid platforms, and ascertains its advantages and disadvantages. The current study employed a qualitative methodology, utilizing interviews to collect data. The participants comprised senior high school students from several cities in Indonesia who were enrolled in regular classes, subscribed to RG, and willingly provided their consent by signing a consent form. The findings revealed that RG possesses several benefits, including the ability to set one's own pace, user-friendliness, independent learning, and a flexible platform. It allowed pupils to learn without any limitations on time or location. However, the RG was unable to substitute regular classes with the presence of teachers, the decrease of social interactions in learning, the significant disparity between the wealthy and the impoverished, and the diminishing role of teachers. Ruangguru's primary focus is students' academic achievement. Yet, it is crucial to resolve other notable aspects, such as inadequate feedback, teacher guidance, and lack of peer interaction. As a further recommendation, to evaluate the effectiveness of the RG, it is also recommended that students' achievement and the impact of using RG in the EFL classroom be analyzed and cross-referenced.

Keywords: Online learning platform; perception; prepaid online software; ruangguru; self-directed learning.

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INTRODUCTION

Online learning utilizes various electronic media, such as web pages or applications of mobile phone, to transmit knowledge to students, facilitating teaching-learning and enhancing its effectiveness (Adhabi & Anozie, 2019; Allo, 2020). When adopting online learning in an English online class, it is recommended to consider some parts: preparation, material, discipline, individualized education, student-centered instruction, support, and cooperation (Fisher & Whale, 2018; Gherhes et al., 2021). Through online classroom, a revelation on the process of English acquisition was unveiled. According to a study by Gyamfi and Suksemuang (2017), the implementation of e-learning during the pandemic has been shown to help students enhance their English language skills. It is also echoed by Indrakusuma and Putri (2018) argue that e-learning has never been considered a formal learning methodology. Amidst the epidemic, nearly all educational institutions are exploring e-learning systems as a powerful tool to help students achieve their objectives in

a virtual classroom. But, e-learning technologies are also utilized in classroom settings under different conditions.

Several e-learning systems have shown significant global expansion in recent years. Many educational institutions have implemented a range of online platforms, such as Moodle, Coursera, Open edX, and Neo LMS, to facilitate online learning for around 200 million students globally (Shah, 2020). These platforms have undergone multilingual translation and include a range of user management functionalities. The Open edX system also accommodates all the essential file formats required for establishing online education. Teachers have the ability to engage with students by creating discussion boards, in addition to their responsibilities of publishing courses, managing teams, and grading. During the period of online learning, some schools in China adopted online learning platforms such as Ding Talk and Chaoxing Learning (Shiue et al., 2019).

Premium online learning platforms provide students with distinct features. Teachers and students can utilize platform's panels to access students' profiles, enrollment status, and observe classes (Liu et al., 2020; Narang et al., 2021). Blackboard is a widely recognized online platform that many higher education institutions in Saudi Arabia use. Evidence has demonstrated that Saudi Arabian students increased motivation to learn when using Blackboard (Mahyoob, 2020). Students can engage more actively in learning. Students can engage more actively in learning English through the platform. Students can utilize the Blackboard platform to submit their assignments and complete tests (Ali, 2019). Videoconferencing is a popular online learning platform that some schools in India have widely used. Videoconferencing is a technology method that can be used in online learning. Videoconferencing can enhance group collaboration among learners in online learning. Consequently, several educational institutions around the globe continue to utilize multiple online learning platforms. One example of a free web platform that facilitates live video talks is Lark. Lark is a comprehensive suite of collaborative tools encompassing chat, calendar, document creation, and cloud storage (Asna, 2020). Due to the growing popularity of online learning in schools, students in Jordan utilize Lark. An online learning platform was quickly implemented as a solution for the teaching-learning process. Lark offers greater convenience, collaboration, and customization than traditional offline classrooms. Many schools in Russia are familiar with Moodle's online platform. Moodle is a globally accessible platform that has been translated into over a hundred languages, enabling students worldwide to use it (Tagoe, 2019). This also allows for the platform customization to meet specific needs and preferences. Adequate support and guidance were provided to all teaching staff and students to ensure successful online learning (Abdullah, 2022; Shiue et al., 2019). At the end, the use of technology has benefits and drawbacks for students.

The transition from regular face-to-face classroom teaching to technologically advanced forms of learning, such as e-learning, has the potential to impact academic performance or achievement in the classroom (Arkorful & Abaidoo, 2014; Lu & Cutumisu, 2022). Dogrell (2020) examined the correlation between online learning engagement and student achievement, specifically focusing on the integration of multimedia educational technology to enhance academic performance. Self-regulated learning of students is crucial in the formal setting of online education. Due to advancements in science and technology, the traditional dominance of instructors in the classroom over learning has diminished. Students now have the ability to engage in their studies at any time and at any location of their choosing. Greenhow (2020) asserted that individuals tend to have greater

happiness and comprehension while utilizing online learning tools as opposed to traditional classroom learning. Consequently, some Indonesian educational establishments, including Ruangguru, are already employing digital media to enhance online learning. In 2019, it collaborated with 32 regional governments and 326 cities and had a user base exceeding 10 million (Gunawardena, 2019).

PT RUANG RAYA INDONESIA (Ruangguru) is a limited liability company engaged in non-formal education and is the largest technology company in Indonesia that focuses on education-based services (www.ruangguru.n.d). Ruangguru has more than 22,000,000 users and manages 300,000 teachers who offer services in more than 100 subject areas. Ruangguru develops various technology-based learning services, including virtual classroom services, online exam platforms, subscription learning videos, private tutoring marketplaces, and other educational content that can be accessed via the Ruangguru website and application. Ruangguru has also been trusted to partner with 32 (out of 34) Provincial Governments and 326 City and Regency Governments in Indonesia. Ruangguru has also won a number of awards at home and abroad, including Solver of MIT, Atlassian Prize, UNICEF Innovation to Watch, Google Launchpad Accelerator, and ITU Global Industry Award. The company was founded in 2014 by Belva Devara and Iman Usman, both of whom were named among the successful entrepreneurs under 30 years old by Forbes 30 under 30 for the consumer technology sector in Asia. In 2019, they received an award as an Emerging Entrepreneur from Ernst & Young (www.ruangguru.n.d).

Ruangguru's mission is to enhance and expand the availability of top-notch education via technology, allowing students to learn at any time and from any place while avoiding the monotony and weariness associated with regular learning methods. However, more than the sheer presence of face-to-face learning is needed to compensate for its effectiveness. Some studies examined the topic of technology in online learning. However, more research needs to explore the prepaid online learning platform and its use of interviews to assess students' perspectives. Thus, the present study addressed to fill in the gap. The current study aims to investigate the students' perceptions of Ruangguru's role in education in Indonesia. The research questions are: What are students' perspective in using Ruangguru to learn English? What are the benefits and drawbacks of using Ruangguru in learning English?.

METHOD

The current study conducted a qualitative analysis to examine the specific circumstances and situations around a common event (Aspers & Corte, 2019). The description aligns with the creative investigation and is employed to structure the discoveries in a manner suitable for clarification. A qualitative approach was deemed satisfactory for eliciting the participants' experiences and thoughts. The information supplied was meticulously analyzed to offer a distinctive perspective on the issue from its angle. Ruangguru is a renowned e-learning platform in Indonesia. RG was selected as Indonesia's most downloaded digital platform and was awarded the ISO 9001 accreditation as an education partner in 2020.

In collecting data, the researchers used interviews. Participants were asked open-ended questions and one-on-one phone calls were required via written responses. The interview was conducted in the Indonesian Language to avoid misunderstanding. The researcher used interview to discover the depth of information from students. According to Nassaji (2019), an interview is for the researcher to find authentic information from

participants being asked, and the answer is in the form of an opinion or argument. There are three types of interviews: unstructured, semi-structured, and structured (Creswell & Creswell, 2023). The present study considered the semi-structured interview type as one of the interview guide designs. The aim of using semi-structured is because the type of interview made the participants convey the information more flexibly and has the probability of being asked any additional questions from the answer.

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In addition, the researcher employed open-ended interviews as a questioning technique. Popping (2018) defines an open-ended question as a type of question that lets participants respond in their own words without any restrictions. The participants have the freedom to articulate their perceptions verbally. The participants were selected using homogeneous purposive sampling approaches. The objective is to obtain a uniform sample with similar characteristics, such as age, occupation, background, etc., to gather the most relevant information (Qiong, 2017). Furthermore, the methodology was selected due to its alignment with the research goal that focused on the distinct attributes of a specific cohort (Aspers & Corte, 2019).

Participants and Ethical Consideration

The selection criteria for informants were limited to students who had prior experience with both regular English class and subscribed to Ruangguru mobile application in the year of 2021. Therefore, the informants chosen for the current study were Indonesian students in grade XI who had subscribed to the Ruangguru application for at least one year. The selection process used purposive sampling. 30 students decided to participate in the interview. These 30 students were senior high school students residing in Medan (North Sumatera), Banda Aceh, South Jakarta, and Tangerang Selatan, Indonesia. They reached a mutual agreement and affixed their signatures to the consent form.

RESULT AND DISCUSSION

Positive perception

Self-pacing

Self-pacing refers to the ability to control the speed or rate at which one progresses or completes a task or activity (Wright, 2018). Research has demonstrated that self-pacing is a practical and convenient approach to online learning, as it allows students the autonomy to study at their own pace. Consequently, a student's favorable feelings derived from nurturing relationships and taking care of their physical and mental well-being result in enhanced academic achievement and commitment to these activities. Students also gain advantages by transitioning from behavior that elicits negative emotions to behavior that fosters positive emotions. Ruangguru's high level of engagement creates an authentic and

practical online learning environment. Specific individuals still have a preference for engaging with the teacher face-to-face rather than through digital means. The interview results showed students reported that Ruangguru excels in self-paced learning, user-friendly interface, independent learning, and adaptable platform, particularly for individuals interested in implementing blended learning.

The interview indicated that most students disclosed:

Data:

Saya belajar secara sukarela, senang dan tidak stress. Dengan ruangguru Saya juga secara menyenangkan di rumah bersama keluarga

I am not under any stress and I study on my own. Ruangguru also allows me to have quality time with my family at home (translated)

Senang banget bisa baca soal di aplikasi ruangguru, karena selain tersedia jawaban yang sangat mudah saya fahami. Saya pun bisa kerjakan soal bahasa Inggris ini dengan mudah

Being able to read the questions on the Ruangguru app makes me extremely happy since, in addition to the answers, I can grasp them easily. I likewise had no trouble answering these English questions. (translated)

User-friendliness

How uncomplicated an app or website is is related to user-friendliness. In this instance, it should be dependable, easy to use, and provides straightforward resources. The utilization of RG was effective because it is user-friendly. Nishanthi (2018) says that despite the positive methods to encourage online learning, many individuals believe that e-learning is lower quality or less effective than in-person instruction. Whether e-learning is beneficial has been debated for a long time, but it has become essential to address now due to the unfeasibility of face-to-face classrooms. The interviewed students said the application is user-friendly, with nearly eight students stating so.

Data:

Oh, mudah sekali mengoperasikan Ruangguru dan sangat sistematis. Tidak menyulitkan kami

Oh, Ruangguru is really simple to use and systematic. It is not a problem for us (translated)

Ruangguru itu gak (tidak) ribet sama sekali, kok

Ruangguru is a simple application (translated)

kayaknya saya gak perlu baca manual handbook, mudah aplikasinya

I don't think I need a handbook of RG, RG is user friendly (translated)

Autonomous learning

In recent years, there has been a significant increase in educational research focused on finding ways to implement more student-centered instruction (Rahman, 2020; Sembiring, 2018). It has been recognized that students benefit from being active participants in the learning process rather than relying solely on teachers (Tagoe, 2019). A student-centered environment allows students to control what they learn when they learn, and how they learn it. This approach includes collaborative learning environments and problem-based learning. Online classes give students full autonomy over their learning, allowing them to progress at their preferred speed. Students can swiftly navigate through sections they are already familiar with while taking their time to understand areas that require more attention thoroughly. Technology-based courses, including online courses, have played a significant role in promoting this approach (Khan et al., 2021; Rahmawati & Sujono, 2021).

The students informed that:

Data :

Saya tidak harus belajar di ruang kelas, jadi dengan adanya Ruangguru saya belajar secara independen

I may not have to study in a classroom, I can study independently by using Ruangguru. (translated).

Belajar dengan ruangguru tidak terikat tempat dan waktu. Saya bisa melihat materi dan soal soal di mobil saat perjalanan pulang.

Ruangguru learning transcends time and location. On the way home, I can learn the English materials, in the car (translated)

I may easily and flexibly access Ruangguru in the mall and school canteen (translated)

Learner-centeredness is a prominent concept in online learning, characterized by a less rigid structure compared to regular classes and a greater emphasis on self-directed learning. It has been suggested that assigning students the responsibility of their own learning enhances their likelihood of success and enhances the significance of the learning process for them. Various aspects of this approach have been examined, such as the significance of interactive elements, the characteristics of the learning environment, and the value of collaboration.

Flexible platform

The flexibility of online education is undoubtedly the most appealing element, encouraging many students to choose it over more academic learning. Mobility, while presenting amenities such as convenience and more freedom, positively impacts a student's overall learning.

Students have complete autonomy and responsibility for their learning through the use of flexible learning. Instead of being compelled to attend a fixed class schedule, students have the freedom to choose when and how often they engage in learning activities. This flexibility allows them to tailor their education around their commitments and ensures that they study at the most opportune times. For instance, some students may be more productive in the afternoons, but regular class may limit their access to daytime classes only. Flexible learning empowers students to determine if, when, and how they study by personalizing their courses to meet their individual needs. Consequently, students retain knowledge more effectively and achieve better outcomes. The Ruangguru application stands out for its flexibility, offering various dimensions of online learning flexibility such as medium, time, place, content, learning styles, assessment, interaction and collaboration, and learning support (Zboun & Farrah, 2021). In interviews, students expressed the following:

Saya cukup terbantu karena bisa belajar dimana saja dan kapan saja

It is immensely beneficial because I can study anywhere and anytime (translated)

Ruangguru's excellence as a learning choice is further demonstrated by its adaptability, which is evident in,

Saya merasa Ruangguru menjadi wadah yang tepat untuk belajar persiapan ujian dimanapun dan kapanpun

Ruangguru, in my personal belief, is the best medium to study exam's preparation anywhere anytime (translated)

Students have the advantage of participating in learning activities, which can help reduce stress. It is echoed by Mohammadi et al. (2019) that online courses offer more opportunities for students regardless of their location. Often, teachers quickly cover topics and assign tasks, which can put pressure on students to complete them quickly, leaving no room for questions. In order for students to fully complete assignments and learn effectively, they need to understand the conceptual framework provided by the teacher. Online learning allows students to take their time to understand subjects thoroughly before moving on, leading to improved grades.

The student expressed a preference for integrating different types of learning rather than exclusively endorsing one over the other. It is echoed by Tagoe (2019), the integration of online and face-to-face learning is referred to as blended learning. Blended learning combines the two learning models (face-to-face and online education) in a way that mutually enhances and reinforces each other (Graham, 2018). The student's statement was as follows:

Saya menggunakan Ruangguru untuk belajar di rumah. Saya mendapatkan pemahaman yang lebih baik di Ruangguru karena penjelasannya dimulai dari konsep hingga contoh soal yang akurat.

I use Ruangguru to study at home. I better understood Ruangguru because the explanation starts from concepts to sample of questions. (translated)

The integration of Ruangguru and regular class is a successful approach for implementing blended learning, as it enhances the accessibility and enrichment of resources and information for students.

According to the learner's statements:

Di kelas, ada jadwal yang harus saya ikuti, dengan jam dan hari tertentu. Tapi Ruangguru ngak (tidak) ada jadwal khusus, boleh kapan aja.

In the classroom, I must adhere to a fixed schedule, with specific hours and days allocated for learning. However, Ruangguru has no such thing. I can access RG anytime (Translated)

Conventional learning has been widely acknowledged by experts and researchers as an effective approach for teaching and learning activities. Kamsin (2019) indicated that face-to-face learning facilitates efficient communication between students and professors. Moreover, Gunawardena (2019) asserted that social presence is crucial in face-to-face learning in order to attain optimal learning efficiency. Nevertheless, Ruangguru eradicates the social aspect and substitutes it with interactive digital media in its educational offerings. Rahmawati (2021) has demonstrated that the majority of Ruangguru services exhibit a high level of engagement. This indicates that the services offer prompt and enable bi-directional contact, as interactivity is crucial in online learning and can enhance social presence.

The advent of online education offers both solutions and issues. The study conducted by You and Kang (2018) has demonstrated the advantages of online education for students who exhibit a preference for self-regulated learning. It offers the advantages of convenience in terms of time and space, cost-effectiveness, and flexibility. Online learning is appealing to students due to its flexibility. Furthermore, because of its increased flexibility, students have the ability to freely manage their time and effectively address time limitations when applying knowledge materials in real-world scenarios (Rahmawati & Sujono, 2021). Online learning is facilitating a much-anticipated transformation in education, progressively eliminating the financial and geographical barriers. These obstacles hinder students from receiving an education of similar quality regardless of their location (Gilbert, 2020). Moreover, online courses provide a chance for students attending tiny schools in rural areas or coming from low-income homes to access high-quality courses that are otherwise unavailable to them.

However, online teaching has faced significant criticism over its worth, effectiveness, and quality (Sadiku et al., 2018). The complexity of online learning has prompted critical inquiries about its quality. The success of online education is largely dependent on the proficiency of online instructors (Gherhes et al., 2021). Online teachers encounter challenges such as properly presenting courses and adapting to online tools and infrastructure. In addition, a significant amount of time is required to adequately plan and deliver online courses.

Non Positive perception

Reducing social interactions

Some pupils come to realize that learning encompasses not only cognitive engagement but also social interaction. This elucidates the reason why some students express a want of face-to-face engagement with their teachers. Additionally, students may also forego the opportunity to engage in in-person relationships with their peers. A few students may experience feelings of loneliness due to a lack of social connection and the requirement to be self-motivated in order to accomplish their task. A significant hurdle that a few students face when studying online and successfully completing their courses is the requirement for more engagement with teachers and classmates.

ngak (tidak) bisa interaksi kalau belajar dengan Ruangguru

I won't be able to have interaction by using Ruangguru (translated).

It was believed that the absence of social interaction would solely impact students who are enrolled in online courses. Nevertheless, students enrolled in conventional college degree programs continue to have regular in-person interactions with their instructors and classmates on a weekly basis. Despite the chance for connection, students may not experience social improvement alone by attending college. Per the United States According to News & World Reports, current first-year college students are dedicating less time to socializing and more time to studying in solitude (Gilbert, 2020). The shift has led to a significant decline in students' emotional well-being, reaching an unprecedented low.

Saya lebih suka kursus konvensional karena saya bisa mendapatkan banyak teman. Saya dapat membangun keterampilan komunikasi dan kepercayaan diri saya dengan pembelajaran tatap muka, daripada hanya belajar sendiri di kamar saya menggunakan aplikasi.

I like the regular class because I can engage with 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 (translated)

It is echoed of study by Mandasari and Oktaviani (2018), students exhibit a preference for virtual learning due to their reduced confidence in face-to-face settings, perception of public speaking as a burden, and feelings of embarrassment when speaking in class. Online classrooms partially restore the social dimension of learning. Online classes are enhancing course interactivity through methods such as including virtual laboratory tasks for science courses and producing animated movies to provide course material. Students participate in virtual discourse on the online learning platform of their course, as opposed to engaging in verbal discussions in a real classroom. These discussions provide individuals with greater satisfaction compared to conventional course discussions. In online forums, it is expected that every student makes a meaningful contribution to the topic, but in regular classrooms, participation grades may be determined by whether a student just spoke up, rather than the quality of students' contribution.

Data

Dalam belajar tatap muka, saya bisa mendiskusikan apa saja dengan guru bahasa Inggris secara langsung. Bisa diskusi tentang masalah belajar dan kendala yang saya hadapi. Saya tidak mendapatkannya di Ruangguru. Ketika saya mengajukan beberapa pertanyaan, terkadang tidak memberikan jawaban yang dapat saya fahami. Walaupun sekarang sudah ada fitur yang namanya roboguru, tapi masih sering tidak efektif.

In face-to-face learning, I can discuss anything with my English teacher in person. I can share about my problem and constraints. I do not get it in Ruangguru. When I ask some questions, sometimes they do not provide the understandable answer. Even though there is now a feature called roboguru, it still not effective enough for me. (translated)

Ruangguru offers a complimentary "roboguru" service accessible through Whatsapp. Students have the option to submit further discussion or a challenging assignment through Whatsapp Roboguru. Roboguru will promptly display the solution within a few minutes automatically. As an alternative options are available as this function is solely an automated program. Feedback has a vital role in communication, especially in the context of teaching and learning (Kieu et al., 2021). Moreover, Etikan et al. (2018) emphasized that feedback assumes greater significance due to the absence of direct interpersonal communication in online education. Ruangguru should focus on improving their ability to provide feedback to students.

Within Ruangguru, the focus is mostly on student-instructor, with less emphasis on student-student interactions. It is echoed by study of Rahmawati and Sujono (2021) asserted that Ruangguru exclusively focuses on pupils' academic achievements. There is a limited amount of social engagement involving the exchange of community values, although peer interaction and collaboration are beneficial for younger students (Tanjung & Utomo, 2021). The learner has autonomy in online learning activities. Each student has the ability to independently regulate and control students' study hours daily. The flexibility offered by online learning can often lead to students becoming negligent in their adherence to study schedules and achieving desired learning objectives (Fisher & Whale, 2018).

Discrepancy between the rich and poor

Aspers and Corte (2019) analyzed studies on rich and poor in language learning. Aspers and Corte findings revealed that the disparity in achievement test scores between students from the top 10% of wealthiest families and the bottom 10% of poorest families increased by 40 to 50% from the mid-1970s to the early 2000s. The disparity is present throughout all levels of education, but it becomes significantly more pronounced in the later stages of schooling compared to the earlier stages. During high school, students in the lowest 10% income distribution have average test scores that are three to six grade levels lower (depending on the type of test) than students in the highest 10% income distribution.

According to certain pupils during the interview:

Data

saya merasa kurang enak dan kasihan karena kawan saya ada yang tidak gunakan Ruangguru ini

I feel sad because there are a few student do not use Ruangguru (translated)

belajarnya di luar sekolah, tidak semua teman saya punya ruangguru

I studied outside of the classroom because many of my friends didnot have Ruangguru, (translated)

Ada teman yg HP nya berbagi dengan orang tua, kan (ngak mungkin) pake aplikasi Ruangguru ini

I have friends whose cellphones are shared with their parents; they are unable to use the Ruangguru application (translated)

Minimizing teachers' role

The teacher's function as a role model is often emphasized by many, which has positive effects (Fisher & Whale, 2018; Muslem et al., 2022). Yet, since it was presumed that learners would elevated degrees of proficiency and self-assurance, the teachers' job was equally crucial, if not more so. It was discovered that when utilizing Ruangguru, the students remained quiet in the classroom and chose not to raise questions. According to the pupils' statements during the interview:

Data

Di kelas, saya hanya mendengarkan guru sehingga untuk latihan soal saya lebih sering di Ruangguru

In class, I only listen to the teacher, I practice exercises in the Ruangguru (translated)

Moreover, the other also stated:

saya sudah mulai jarang tanya jawab dengan guru di kelas atau saat pelajaran berlangsung

I performed a little interaction in questioning and answering at class (translated)

The teachers' role, as an educator, is responsible not only for providing pupils with lessons in the form of knowledge and abilities, but also for training, guiding, and directing students so that they can have noble values and think intelligently. A teacher's work includes more than just educating and teaching pupils; the teacher's other responsibilities include guiding and directing students to keep on course, particularly during the teaching and learning process. If the teacher does not pay enough attention to the students' qualities and does not use their personality features as a basis for learning, the pupils will

struggle to understand the lesson material. Pupils become bored, and a lack of interest in the lesson topic provided by the teacher develops.

It is evident that Ruangguru possesses distinct benefits and drawbacks. Ruangguru's provision of self-paced learning has been proven, since it effectively removes time limitations and is suitable for many learning approaches. Implementing Ruangguru is simple and uncomplicated. Ruangguru is characterized as a student-centered learning platform that allows users to study autonomously, addressing the needs of learners at various levels. Furthermore, the adaptability of Ruangguru's application had a positive impact. The findings of Fatimannisa et al. (2020) align with the notion that learning using Ruangguru is pleasurable due to its user-friendly nature. The content offered by Ruangguru aligns with the Indonesian national curriculum. In addition, Ruangguru provides a distinctive functionality that enables users to engage in flexible studying, regardless of location and time, through the use of animated movies and infographics. Students perceive that utilizing the Ruangguru program can enhance their English subject scores due to the instructors' lucid explanations. Additionally, it provides movies that can foster students' creativity and facilitate learning through visual means. In addition to its role in making inferences, visual learning offers both comprehensiveness and coherence (Bobek & Tversky, 2016). Helmi and Evanita (2020) mentioned that the Ruangguru application has a significant impact on the academic performance of pupils at Senior High School 1 Bukittinggi. Due to the ability of students to engage in remote learning, they have the opportunity to independently acquire knowledge by accessing educational videos offered by Ruangguru.

Technology in language learning provides some benefits, such as flexibility, ease of use, accessibility, and user-friendliness (Fata et.al, 2024; Muslem et.al, 2022). A study conducted by Putra et al. (2020) confirms that Ruangguru, have several positive outcomes in the education sector. For example, students have the opportunity to review lessons they did not understand during regular meetings. Additionally, online learning allows students to acquire knowledge independently without being limited by physical space. Furthermore, learning resources can be accessed from various sources rather than being restricted to a single source. Lastly, the use of virtual classes can stimulate students to engage in more creative learning.

Furthermore, prior research has shown that online learning offers the benefits of adaptability, utility, and improved digital technology. Online learning offers students the opportunity to learn at their own speed and have the flexibility to choose when and where they study (Ubaedillah et al., 2020). By utilizing Ruangguru as an educational tool, students and teachers can develop the 4C skills (Critical thinking, Creativity, Collaboration, and Communication) through the platform (Wright, 2018). These qualities are essential for distinguishing humans from robots in the future. Furthermore, further self-directed learning tasks were offered (Chinmi et al., 2021).

An additional advantage of online learning is the elimination of paper usage, as all materials are saved digitally. The use of paper is beneficial. Therefore, students can take notes without the need for any physical paper. Online learning has replaced the use of paper with networks. Furthermore, the system keeps a record of all activities conducted throughout online learning. Consequently, learners need not worry about forgetting what they have learned as they can click and access the recorded lecture (Yusuf, 2021). Internet-based e-learning offers more convenience and cost-effectiveness compared to traditional classroom teaching. Azlan et al. (2020) and Ubaedillah et al. (2020), utilizing social media

platforms for English language learning is highly efficient, uncomplicated, and comprehensible.

In addition to these drawbacks, the utilization of Ruangguru is characterized by a deficiency in peer connections, an inequality between affluent and underprivileged students due to limited access to Ruangguru, and a diminished role of teachers as students tend to engage more with tutors on Ruangguru rather than seeking guidance from their teachers at school. An inherent drawback of implementing Ruangguru is its impact on the socioeconomic gap between students from higher and lower socioeconomic backgrounds. Ruangguru also necessitates multiple payments and is not available for free. Fatimannisa et al. (2020) assert that a drawback of Ruangguru is the need for expensive payment and equipment, such as gadgets and keyboards. Consequently, not all pupils have the financial means to access that.

Chinmi et al. (2021) asserted online learning has several drawbacks, including the need to continuously focus on a device for 4-5 hours, leading to visual distortion and tiredness. Chinmi et al. indicated that many students still choose in-person learning because virtual learning cannot fully recreate the classroom experience. Therefore, pupils still necessitate direct communication between students and teachers and vice versa. Consequently, the accessibility and quality of internet connectivity have become a critical concern for learners, since they are required to upload and download assignments and lectures (Azlan et al., 2020; Maulida & Akmal, 2021; Rianto, 2020). It is echoed by Putra et al. (2020) identified certain drawbacks that result from unresolved issues. Putra et al. (2020) further elaborated on this topic by introducing certain limitations that arise from unresolved issues. The primary challenges encountered when utilizing online platforms are students' limited access to the internet and the instability of internet networks. Online learners enrolled in online courses, such as Ruangguru, also have the obstacle of maintaining motivation. It is echoed by Al Rawashdeh et al. (2021), a disadvantage of online learning for students is the inclination to excessively engage in social media platforms such as Twitter and Facebook, download games, and watch movies on YouTube. Research has demonstrated that over utilization of social media might lead to a decline in concentration. Online learning environments necessitate more self-motivation and tend to lead students to underestimate the time required to complete a task.

CONCLUSION

The current research emphasizes students' positive and negative perceptions using the online learning platform Ruangguru. Students state that RG provides students with the opportunity to learn in a flexible and self-directed without the limitations of time and physical space. Moreover, RG is a user-friendly platform for learning, and RG fosters autonomous learning. Yet, one drawback of Ruangguru, a prominent online prepaid platform in Indonesia, is the need to improve its offerings. The primary rationale is that RG focuses exclusively on students' achievement. Simultaneously, other crucial attributes, such as insufficient feedback, teacher's role, peer interaction, are ignored. Effective online education necessitates several conditions, including timely provision of feedback, fostering student enthusiasm, promoting social interaction, and encouraging student introspection, as mentioned before. Consequently, crucial elements of RG were considered while developing a top-notch online learning service for the future. As a further recommendation, examining the correlation between the students' scores in learning English and the impact of using RG cross-checking is advisable.

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