

## RuangGuru community as a reflection of future learning in time of COVID-19

Maichel Chinmi<sup>1</sup>, Rustono Farady Marta<sup>1\*</sup>,  
Jesus Rafael Boado Jarata<sup>2</sup>

<sup>1</sup>*Universitas Bunda Mulia*

2 Lodan Raya, North Jakarta, Indonesia

<sup>2</sup>*Don Mariano Marcos Memorial State University*

Sapilang, Bacnotan, La Union 2515, Philippines

Email: rmarta@bundamulia.ac.id, Phone +628118521203

**How to Cite This Article:** Chinmi, M.,  
*et al* (2021). Ruangguru community as a  
reflection of future learning in time of  
covid-19. *Jurnal Studi Komunikasi*, 5(1).  
doi: 10.25139/jsk.v5i1.2900

Received: 13-08-2020,  
Revision: 19-11-2020,  
Acceptance: 03-12-2020,  
Published online: 16-02-2021

---

**Abstract** An effort to educate the people of a nation is a glorious educational goal, where intelligence is not only intellectually but a deeper meaning of intelligence itself. COVID-19 period is a genuinely uplifting meaning of the education itself. RuangGuru, an education-based application, provides solutions for Indonesians with free online schools. The researchers would like to see the shifting of meaning for a community who has used this application during COVID-19. The theory of Social Actions Media Studies was used to see the change in meaning. We also used the reception analysis method by Stuart Hall to classify the interviews' results into three categories, pro, contra, or neutral. The results indicate a shift in meaning due to the interpretation process by RuangGuru community, which is also influenced by local culture, on transition and future education is perceived.

**Keywords:** COVID-19; ruangguru; community; social action media studies; reception analysis

### INTRODUCTION

The purpose of education based on the Indonesian 1945 Constitution is an attempt to educate the people of the nation. Intelligence is not only intellectually but contains a more profound meaning (Aziizu, 2015). However, Indonesia's national education is far from ideal due to unresolved problems which affect the achievements that should have been realised (Alkhowailed et al., 2020). Some factors that influence education are technology in communication, transportation, escalation of interstate markets, and science development (Suyitno, 2012). Also, the role of

government in finding solutions is significant in solving problems in their communities, just as the government did in conflict resolution in other sectors (Fernando et al., 2019).

In the early 2020s, the world was shaken by COVID-19, which spread very quickly. Starting from Wuhan, China, in early December and spread throughout the world, including Indonesia (Marta et al., 2020). This outbreak forces countries to halt their activities, especially those involving groups or the existing crowd. One of the activities is education, which is greatly affected by this pandemic. Schools must be temporarily closed, and the government requests that learning be done online (Kasih, 2020). Moreover, it happens also in Southeast Asia where most of the schools stop their activities (Editor, 2020)

Amid these difficulties, RuangGuru, a digital-based education platform, provides full support for Indonesia (Chinmi et al., 2020) by providing free online course during the COVID-19 pandemic (Chinmi et al., 2020). Initially, online education in Indonesia was seen as an alternative in learning activities. However, during a pandemic COVID-19, online-based learning becomes the main source of education for students to continue teaching and learning activities, primarily when social distancing and physical distancing policies are implemented by the government (Simpson et al., 2020). Therefore, it can be said that humans are required to be closer to technology (Marta & Christanto, 2015). At the same time, this has become a challenge for online education practitioners to realise online education properly and correctly (Angdhiri, 2020)

So that researchers see that there are cultural changes or learning patterns that can occur in the future. This research is essential to be carried out to see changes in educational or cultural patterns in the future due to the COVID-19 pandemic. Where digital-based learning is no longer considered as an alternative but as an essential component in a learning system (Brevik et al., 2019). The long term goal of this research is that the findings can be used as a reference for other researchers or as a reference for preparing a new era in education, where the delivery of messages from teacher to student is no longer conventional, but also the presence of collaboration between conventional and digital systems which reflects the future learning activities during COVID-19 pandemic (Iivari et al., 2020). Previously, online learning by RuangGuru was used as a supplement for students to learn digitally. Somehow, it reflects the current situation where student study online, not just as a supplement, but as core material (Shoumi, 2019).

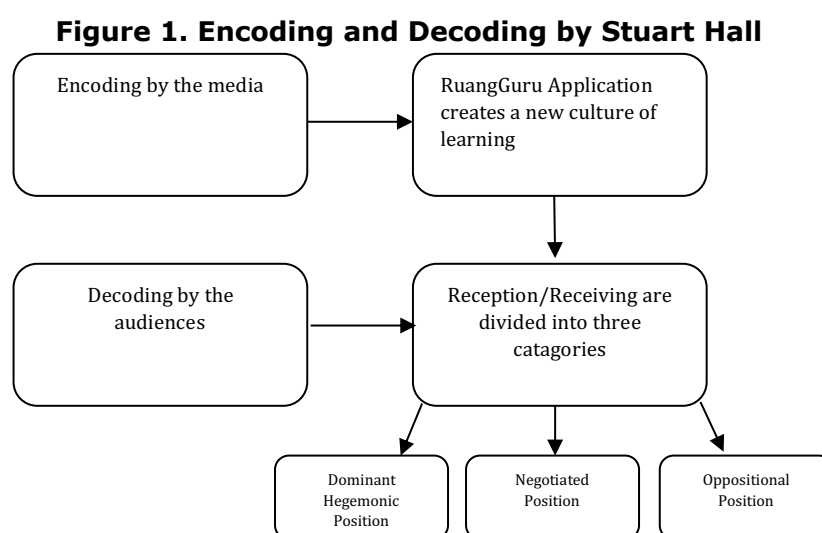
Therefore, the researchers are interested in analysing and observing the assimilation between media discourse, which significantly influences the media's framing (Sya & Marta, 2019). We proposed using public discourse and culture from the perspectives of RuangGuru users in terms of online learning during COVID-19. The community is active in this process, so the analysis used is the analysis of the acceptance of Stuart Hall's encoding/decoding model using a qualitative research approach. The theory that will be used by researchers is Social Action Media Studies

because it is important to see the opinions or perspectives of communities that have experienced online learning using RuangGuru.

## METHODOLOGY

In this study, researchers used a reception analysis method called the encoding/decoding model from Stuart Hall which postulates that reception analysis observes the assimilation of discourse in the media with public discourse and culture where in the process the audience actively carries out the process of meaning production (Dwita & Sommaliagustina, 2018).

Jiwandono (2015:214) strengthens this opinion. According to him, the audience plays an active role in the process of meaning production, and the analysis of the reception is a form of reader response study that places the audience as an active audience. Furthermore, Jiwandono explained that the audience is not only as a reader or object but also as an active player in constructing meaning in which socio-cultural conditions influence meaning. Thus, the audience's meaning cannot be predicted so that the possibility of cultural commodification can create different cultural shifts (Fernando & Marta, 2018). Dominant-Hegemony Position, namely, the audience receives the same message as what is reported by the media. The Negotiated Position shows a contradiction where the public has a broad meaning in many text codes that sometimes contradict or change meaning according to how the audience's experience and interests influence them. The Opposition Position is when the public develops meaning outside the existing text code altogether and occurs when the public is in a social situation that is contradictory and opposite and provides a different alternative to the dominant text code.



Source: Desliana Dwita & Desi Sommaliagustina (2018)

This study's primary data collection method was participant observation while interview was used as the secondary method. Observation-participant is a semi-ethnographic data collection method in

which the researchers will directly observe the interaction of subjects, namely a community that uses RuangGuru.

In this study, researchers used in-depth-interview techniques as data collection techniques to get a reaction of acceptance or understanding of the media text. The researchers hoped to get spontaneous, open, and honest answers from the informants. Then, we analyse the data in this study from the narrative from the in-depth interviews. The informants were selected based on the study's objectives and background where researchers feel that it is important to hear directly from the users who immediately shifted to felt the change in teaching and learning activities during COVID-19. Other sources used to support the analysis were the literature reviews.

The researchers used the Social Action Media Studies theory to see the perspective of the community. This theory itself was first coined by James Anderson and Gerard T. Schoening and consisted of 6 main principles, namely (1) audiences produce meaning, not from the messages but interpretation; (2) meaning produced from the media is not determined passively but is active by audiences; (3) Meaning is formed not individually but communally and meaning shifts frequently where the media are interpreted in more than one way; (4) The media will end in the interaction between the group that is influenced by social action; (5) The researchers has a bond to enter the community temporarily in seeking meaning; (6) The researchers has the responsibility to inform the consequences of the construction of meaning constructed by the community.

From those principles, this theory produces three outputs classified into content, interpretation, and social action. Content is the general meaning sharing of the content viewed. Interpretation is the meaning interpreted in the same way. Social action raises how content will be absorbed or interpreted (Schoening & Anderson, 1995). To validate and analyse the data, the researchers interviewed a group of people who use RuangGuru application. The result of the interviews would be considered the interpretations of the community.

Stakeholders are all parties, internal and external, who can influence or be influenced by the company either directly or indirectly. The existence of a company is greatly influenced by the support provided by stakeholders to the company. Stakeholders become primary and secondary stakeholders. A primary stakeholder is a party that does not participate in an ongoing manner, the organisation cannot hold on. Meanwhile, secondary stakeholders are the parties that influence or be influenced by the company, but they are not involved in transactions with the company and is of little significance to continuity corporate life. The success of a company's business is determined by management that are successful in building relationships between companies and the stakeholders. Stakeholders do not only consist of investors and creditors (shareholder), but also suppliers, customers, government, local communities, employees, regulatory bodies, trade associations, including

the environment as part of social life. Financial and non-financial disclosures in the company's annual report can be said as a means to communicate between management and stakeholders (Lindawati & Puspita, 2015).

A stakeholder is a community, group, or individuals with a relationship and interest in an organisation or company. A community, group, community or individual can be said to be a stakeholder if they have characteristics such as having power and interest in the organisation or company. Alternatively, stakeholders are people who have an interest or interest in a company. This can involve financial or other interests, if the person is affected by what happened to the company, be it a negative or positive impact, that person can be said to be a stakeholder (Widodo et al., 2018).

## **RESULTS AND DISCUSSION**

RuangGuru suddenly became a national spotlight during the COVID-19 pandemic in March 2020 because it RuangGuru provides free online classes to every Indonesian student on their mobile phone or laptop (Lanny Latifah, 2020). Online learning is an alternative model in Indonesia. However, in time of COVID-19 pandemic, online learning becomes widely used because onsite schools are temporarily eliminated. The pandemic, which started in March up to the time the researchers wrote this journal in June 2020, requires schools to run online (Saputra, 2020). Researchers are interested in the changes that happened during the three months, which forced adjustments to the teaching techniques and learning. The concepts of learning are currently being adjusted to the conditions due to COVID-19 pandemic worldwide (Muhaimin et al., 2020).

The decoders of the COVID-19 pandemic are teachers and students who have different perspectives in responding to the adjustment of teaching and learning activities during the pandemic. Wrapped by the local mindset and local culture, the writer sees that there will be different opinions between one another because Indonesia is also a pluralistic nation with many and different ethnicities and cultures. Specifically, the decoder for adjusting current teaching and learning activities is the teachers who work in RuangGuru and their students. Researchers conducted interviews with seven informants, namely two teachers who worked in RuangGuru, four students who used RuangGuru, and an online learning expert. The researchers associated the interview with three outputs from Stuart Hall: dominant-hegemonic position, negotiated position, and oppositional position. From the interviews with five informants and one key informant, researchers classified it in 3 outputs. The informants are as follows in Table 1:

**Table 1.** The Name of Informants

| No | Name                    | Occupation      | Level of Education | Age      | Initials | Location   |
|----|-------------------------|-----------------|--------------------|----------|----------|------------|
| 1  | Ben Lukas               | Student         | Primary            | 8        | BN       | Tangerang  |
| 2  | Marcella Lantu          | Student         | Lower Secondary    | 14       | MU       | Tangerang  |
| 3  | Adila Firmansyah        | Student         | Upper Secondary    | 16       | AA       | Tangerang  |
| 4  | Marleen Koesnadi        | College student | Undergraduate      | 18       | MN       | Yogyakarta |
| 5  | Neny Panjaitan          | Teacher         | Undergraduate      | 30       | NY       | Medan      |
| 6  | Yosep Basilius Fangohoi | Teacher         | Master Degree      | 23       | YI       | Jakarta    |
| 7  | Sri Sedyaningsih        | Lecturer        | Doctoral Degree    | 50 above | SH       | Pamulang   |

Source: Data Processed by Author (2020)

According to YI, a teacher at RuangGuru, related to the COVID-19 pandemic that affects teaching and learning activities in schools, RuangGuru is an educational platform to help the community provide free online schools. This helps students carry out their learning activities at home, especially with the Indonesian education system, which is not yet well distributed and the condition of Indonesia which is not ready to undergo an online education system. In this condition, RuangGuru is very helpful in the learning process.

In addition, based on YI's explanation, RuangGuru is actually very ready to be used before COVID-19 because starting at the end of 2019, RuangGuru is focused on developing technology-based onsite education as outlined in a product called BrainAcademy. When video conferencing was not commonly used in 2019, RuangGuru is developing a digital Bootcamp to accommodate video conferencing for students using the RuangGuru application.

For YI, the transition is still felt. YI sees that when teaching face-to-face, students absorb knowledge better, or in other words, it is easier to understand what is being taught. On the other hand, in online classes, there are still several factors that make students feel tired in teaching and learning activities, for example, looking at computers for 4-5 hours. Meanwhile, using the computer for 4-5 hours will cause the eyes to experience refraction, which causes the eyes to become tired (Putri, 2018).

On the other hand, online systems have the advantage of flexibility. Knowledge spreads quickly, so learning is more efficient. Therefore, if we talk about future teaching techniques when the COVID-19 pandemic ends, there is a possibility that learning techniques will be 50% onsite and 50% online. Indeed, the effectiveness and efficiency of a mix of onsite and online classrooms may result in better curricula or learning techniques in the future.

The second informant is NY, a teacher who also teaches at a school in Medan. Researchers want to see how the responses of teachers who teach online outside Metropolitan Jakarta. We hope to find various obstacles or experiences compared to big cities.

According to NY, there were several difficulties in carrying out online learning during the COVID-19 pandemic. Not all students he taught online had good network connectivity. Furthermore, NY felt that she could not fully see what the students were doing, resulting in difficulties in evaluating.

Compared to onsite learning, online learning requires a more in-depth understanding. NY can also feel that students should be guided more because they do not absorb knowledge. In real class, NY felt that she could say more. However, on the other hand, NY cannot deny that in the Pandemic era, the method offered by RuangGuru is considered the most appropriate to do compared to onsite learning which is also prohibited by the government.

In the future, NY feels that learning techniques may change. However, the changes may not be significant, depending on the respective region, whether they support hybrid learning. It cannot be denied that online learning activities require adequate network connection facilities, where certain areas may not meet these criteria.

The researchers interviewed four students with different education levels ranging from elementary, high school and tertiary education who are users of the RuangGuru application and take onsite classes to see the overall situation. AA, MN, and BN are RuangGuru users who will share their opinions and experiences.

The third informant is BN, primary school students who like the RuangGuru application because of the stages in the application that stimulate the enthusiasm for learning. However, going to school face-to-face is more fun because BN can play together with friends at school. From the interviews with BN, it can be concluded that meeting friends is more fun than learning and doing virtual activities.

The fourth informant is MU, a lower secondary school student who has experience in online learning in RuangGuru. MU feels that online classes cannot replace offline classes. Online learning cannot provide a school-like experience. For example, hanging out with friends, playing sports, and interacting with other students. In fact, MU realised that online classes were more effective during the COVID-19 period. Moreover, according to MU, RuangGuru simplifies the material so that it can be understood easily. Apart from that, there are also exercises and live teaching features where MU can ask questions about the material being explained. MU hopes that education in the future will return to normal, and students will be able to play and interact more closely than online.

The fifth informant is named AA, who is in grade 11 of upper secondary school. AA feels that the virtual classes provided by RuangGuru are very interesting because the templates they provide are visual materials that are easy to understand. During the interview, AA admitted

that several subjects are more effective when done onsite than virtual. Furthermore, AA believes that face-to-face and online learning have their respective advantages and disadvantages. In the future, face-to-face and online classes may support each other, creating a better education system.

The sixth informant is MN, an undergraduate student at one of the leading state universities in Yogyakarta. MN is also a user of the RuangGuru application. From MN's point of view, RuangGuru provides a different learning experience during the COVID-19 pandemic. According to MN, online learning techniques are more attractive and comfortable to apply because they are more flexible and efficient. In terms of effectiveness, according to MN, online and onsite learning are the same because the knowledge gained can be understood comprehensively so that it is not a problem. That is what makes MN feel that online techniques have the method. Moreover, in the future, more classes will be conducted onsite than online. In fact, MN personally prefers online learning techniques such as the RuangGuru application that MN did during the pandemic. MN is still hesitant to provide answers, but in general, the education system tends to shift but not significantly.

The last informants came from universities that implemented full online learning. SH is a senior lecturer at the Universitas Terbuka. She has taught for several years at several universities and experienced full face-to-face and full online teaching methods. Apart from that, SH also works as a news anchor in a well-known television program. So, SH, who is familiarly called Bu Dian, has much experience, especially regarding online learning.

Researchers asked the difference between online and onsite learning. Bu Dian believes that in online learning, there are synchronous and asynchronous meetings which will result in different feedback between online and onsite. Bu Dian sees that there is a lack of drama or emotion in the online learning system.

In his dissertation, which discusses social contact, she explains that remote system eliminates what happens around the other person. The feeling of empathy is not the same because we cannot feel the atmosphere or what the other person is feeling. Therefore, online learning users must find ways to present themselves as in the onsite learning process. On the other hand, online activities are a part of Bu Dian's daily life as a senior lecturer at Universitas Terbuka. According to her, the online system has the advantage of being faster and more flexible in implementing teaching and learning activities. In addition, knowledge can be provided more wholly and broadly with a more massive audience. The process will run well, provided that the teacher prepares the material well combined with a high level of literacy and good intentions not to be manipulated by technology. In line with SH, Christian (2019:142) states that information and communication technology bring change in society.

She further said that there is no difference between distance learning and onsite learning in terms of effectiveness. Three important



elements, namely knowledge, affection, and motor skills, can still be maximised using online and onsite learning methods. Regarding affection and motoric elements, in general, other informants felt that online learning could not be done optimally on these two elements. On the other hand, Bu Dian argues that students and instructors can do it optimally even in online learning.

For example, affection can be obtained online by increasing solidarity in cyberspace. Changes in attitudes will increase affection between students and teachers who carry out learning activities online. From a motor point of view, online learning users can carry out activities that involve movements, such as game activities or gestures from students and instructors.

Furthermore, according to SH, online learning can create a more independent and responsible person. According to her, self-discipline will be formed in online learning because students have to set a schedule for when they have to study and when to stop to start other activities. SH added that during the COVID-19 pandemic, online teaching and learning activities certainly had a significant impact in providing access to students and teachers to carry out their activities amid limitations or restrictions from the government to carry out face-to-face teaching and learning activities. Likewise, a new culture seems to have formed; for example, people are more likely to wash their hands and wear masks. Another unseen new culture will emerge, especially in education, which might be very interesting to study.

SH also believes that it is our duty as a society together with the government to create a good, orderly and equitable learning culture. Indeed, we cannot ignore that the current online system is not running well due to various obstacles in several places, especially in rural areas with limited network connectivity. Besides, generational differences can hinder the equal distribution of online learning activities. The pre-millennial generation is literate using the online system, but the baby boomer generation may have difficulty adapting to the online learning techniques taking place during the COVID-19 era. Continuing the last question regarding the pattern of education going forward, will there be a change in education patterns, or will it return to normal after the COVID-19 pandemic has passed? Bu Dian said that anything could happen, but with various notes. One of them is that an online learning technique is most appropriate to be undertaken at the university or college level. Bu Dian views that learning online can become independent, mature, multi-talented, creative, and foster an entrepreneurial spirit.

For children, face to face with a portion of 50% -50% is required. Because after all, at the school stage, students still need figures or role models; moreover, parents' role is also very much needed in shaping growth and development. So, in this phase, Bu Dian feels the most suitable is the hybrid technique. So that in the future, there will be a pattern of education as described above. So, we will find a socially

responsible, independent, multi-talented, entrepreneurial, and creative student.

In this millennial era, it is certainly not difficult to realise a shift in learning patterns from face-to-face to online because the millennial generation is a person who has passion values, utilises technology to help, values, and is communal oriented. With the values they have and our nation's diverse cultures, it is very easy to make adjustments as long as teachers can present conflict-free learning materials and prioritise their rights and obligations as social and respectful human beings. Marta (2018:25) explains that respect gets the highest place as a primary obligation to treat someone as if they treat themselves. In addition, the role of students is important to create better education and value for themselves and others (Laksono, 2017).

Researchers reveal the results of interviews that have been conducted. Table 2 shows how the informants reacted and interpreted the shift in the education system here during the COVID-19 pandemic. Researchers have found many findings and can see how education in the future will be carried out. The researchers also provide a model to see the journey of people's mindsets to see the education system that is shifting to the current situation. People who use RuangGuru application have different interpretations and opinions. They are divided into three categories, namely, pros, cons, and neutral sides. The difference between these three categories is whether they feel a change or shift during the current situation. Besides, there is also speculation and visions into how education will shape the future after the COVID-19 pandemic. The speculation of future learning can be seen in the model provided by the researchers below.

## Six Premises of Social Action Media Studies

**Table 2.** The First Premise on the Interpretations that bring Different Meanings

| 1 <sup>st</sup><br>premise                   | Interviewee   |   |  |  |   |   |   |
|--|---|---|--|--|---|---|---|
|  | BN  | MU  | AA   | MN   | NY  | YI  | SH  |
| Interpret the Meaning aside from the message | I miss going to school and study along with my friends in a classroom | I feel more intimacy when I study in school | In a certain subject, it is better if I can meet the teacher with other students | The Interviewee interpret the meaning from the message | I cannot see if my student learn what I teach to them | We need to concern about the facility we have to run online learning properly | Not all students can run online properly especially starts from elementary to high school |

Source: Data Processed by Author (2020)

It can be seen from the coding of the interviews that all the interviewees have different ways on how they interpret the meaning, aside from the message where the media wants to send (Table 3).

**Table 3.** The Second Premise Meaning are Produced Actively by the Community

| 2 <sup>nd</sup><br>premise                          | Interviewee  |   |  |  |   |   |   |
|---|--|---|--|--|---|---|---|
|   | BN   | MU  | AA   | MN   | NY  | YI  | SH  |
| Actively produces meaning regarding online learning | "I feel excited when I study online through RuangGuru, because, it levels up the material every time I pass it, so that, I feel I am like playing a game | I prefer going to school than online. It is more interactive and intimate | I feel easily absorbed the materials provided by RuangGuru though in certain subjects I need more than online learning | I am absorbed to like online learning than offline | Online learning has different challenge s. I, as a teacher, feel online learning cannot give intimacy | Online learning gives effective ness and efficienc y especial ly in this time of COVID-19 | Online learning gives different outputs depends on the level of education |

Source: Data Processed by Author (2020)

The researchers see from the interviewees' sentences where they actively produce meaning regarding online learning in a time of COVID-19. The production which they produce is different from one another (Table 4).

**Table 4.** Informants Shift the Actual Meaning

| 3 <sup>rd</sup><br>premise        | Interviewee  |  |   |   |   |   |   |
|-----------------------------------|--|--|---|---|---|---|---|
|                                   | BN   | MU   | AA  | MN  | NY  | YI  | SH  |
| Meaning shifted in different ways | I was experiencing the shifting of how people teach me from offline to online it is fine, but I miss my playground | The shifting of education from offline brings difficulty for me personally to absorb the materials | I can see this shifting gives me time to learn independently and RuangGuru gives me good material which is easy to absorb | I am looking forward to total online learning in the future | COVID-19 period may shift the method of learning though it still needs to be combined | People will understand and shift their mind on how future learning would become | This pandemic opens the new way of study. Most people now change their mind about education in the future |

Source: Data Processed by Author (2020)

All the informants shifted the meaning in different ways. The researchers can see what the informants think about the shifting of

education during COVID-19 and how they act or think differently from the interviews (Table 5).

**Table 5.** The Interaction Stops in Their Community

| 4 <sup>th</sup><br>premise                         | Interviewee  |  |  |  |   |   |  |
|--|--|--|--|--|---|---|--|
|  | BN   | MU   | AA   | MN   | NY  | YI  | SH   |
| Interaction in the media is ended by the community | even I prefer to go to school. It is still I cannot go to school and do online | This situation cannot bring back what I wish for in a short time | Either online or offline does not matter to me I enjoy it both | I do prefer online learning to onsite learning | It takes extra effort to me when I am doing online learning | Both online and onsite are giving different experiences | We should consider the ages when we talk about online learning |

Source: Data Processed by Author (2020)

Through the different opinions and feelings, all the interaction eventually ended in the community, and the system keeps running on the policy where the local government has made (Table 6).

**Table 6.** The Researchers Get Inside the Community to Know What is Happening on Community

| 5 <sup>th</sup><br>premise          | Interviewee  |  |  |  |  |  |   |
|-------------------------------------|--|--|--|--|--|--|---|
|                                     | BN   | MU   | AA   | MN   | NY   | YI   | SH  |
| The researchers enter the community | The researchers communicate with the members to know what is on inside the community | The researchers communicate with the members to know what is on inside the community | The researchers communicate with the members to know what is on inside the community | The researchers communicate with the members to know what is on inside the community | The researchers communicate with the members to know what is on inside the community | The researchers communicate with the members to know what is on inside the community | The researchers are sharing the findings to the experts |

Source: Data Processed by Author (2020)

The researchers enter the community to understand what the community feels and experience on the online system of RuangGuru (Table 7); simultaneously, they also experience an online system as a result of pandemic COVID-19.

The researchers share the consequences regarding the interpretations being produced by the informants where the researchers inform based on online learning expertise's experiences SH. As a result of informants' responses, the researchers get the output for the content, interpretation, and social action, as Table 8:

**Table 7.** The Researchers Informs the Community of the Consequences

| 6 <sup>th</sup><br>premise                                       | Interviewee   |   |   |  |  |  |  |
|--|---|---|---|--|--|--|--|
|  | BN  | MU  | AA  | MN   | NY   | YI   | SH   |
| The researchers inform the consequence of meaning being produced | The researchers inform BN that online is the best option to do in this time | The researchers tell that online learning can also establish an intimate relationship by creating solidarity from their community | The researchers inform the advantages of online learning and how it would give AA more time to become more mature and independent | The researchers inform MN that she also needs to maintain her time during full online learning | The researchers inform NY the adaptations which she needs to establish during online learning policy by the government | The researchers discuss the meaning being produced by the interviewees | The researchers discuss the meaning being produced by the interviewees |

Source: Interviewees' answers related to the sixth premise of Social Action Media Studies

**Table 8.** The Output of Social Actions Media Studies

| Output         | Result   |
|----------------|--|
| Content        | The content is not changed by the interpretations of the community                         |
| Interpretation | The interpretation changed the pattern how they act towards the change of education system |
| Social Action  | There are 3 types of social actions pro, neutral, and contra                               |

Source: Compilation of six informants interpretations related to six premises of social action media studies

From the results of interviews conducted related to the 6 premises of the Social Action Media Studies theory, researchers saw that during the COVID-19 pandemic, several informants used the RuangGuru application to produce interpreted meanings, not from messages, so that the public actively produced the production of meaning. With media interpreted in more than one way, researchers see a shift in meaning communally and not individually which is influenced by social actions today. Therefore, the premise that occurs, the output that occurs is the content divided by age, namely the pros and cons, interpretations that occur from informants are interpreted equally. In the end, the social action that is happening now raises the question, what kind of educational pattern will be applied in the future? It can be said that the shift in meaning occurs unconsciously or consciously because the audience has shifted and made new meanings from onsite learning and online learning. In following this shift in meaning, the researchers found that individuals or groups with different backgrounds and ages influence how they respond to changes in current teaching patterns.

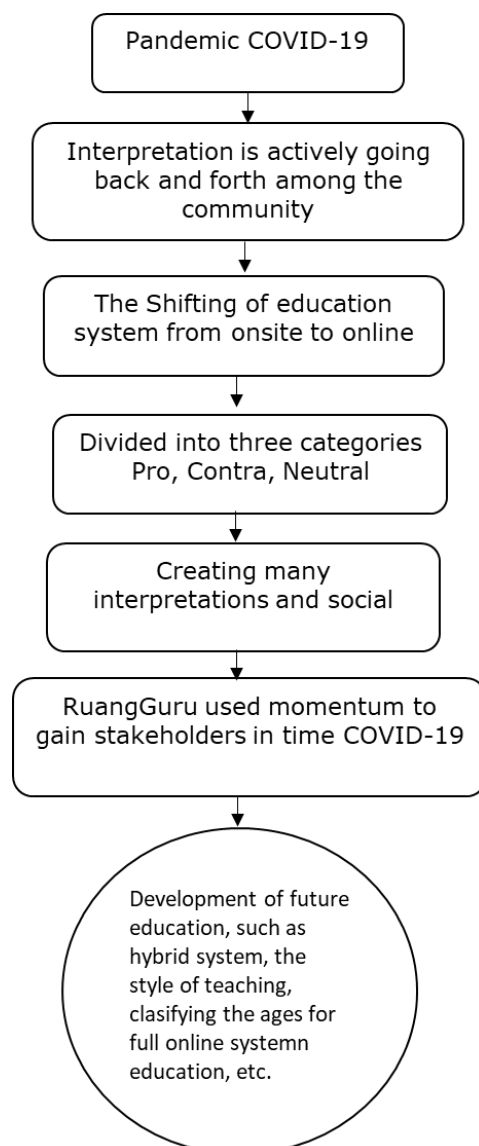
This is reinforced by what SH said as a distance learning expert that online learning is very appropriate when students have adopted a university, where they will be increasingly trained for independence with an online system that trains them to learn independently. On the other hand, there is still assistance from teachers and parents from elementary to high school. They still need someone to be a guide or role model. This happens to BN primary school students who prefer to go to onsite schools rather than virtual ones. In other words, the five informants interviewed spontaneously described Ibu Dian's explanation and the future of online or hybrid education in Indonesia. In the future, online or hybrid education can be more advanced if it is supported by high literacy teaching resources using technology well and using online education-based application at the right age. In this case, RuangGuru can be a partner that supports the advancement of technology-based education. This is because this application presents learning with levels as stimulation so that students are more enthusiastic in learning. Even so, BN still feels that meeting friends in person is more fun than just learning and doing virtually.

The model on Figure 2 shows the shift in the education system from onsite to online during the COVID-19 pandemic. The flow can be seen in a model where the result of the trip is the future development of education which is listed in a fashion which can be the future learning of this country in the future.

Through the Figure 2 model, researchers can see future educational developments. Researchers predict that online education will not be considered an optional method, but one part will change the way of learning in the future (Ivanov et al., 2020). In other words, the Covid-19 outbreak provides an overview of how education will be carried out in the future. This can be interpreted as a theory in which online learning is considered part of the core system of future education (Carpenter, 2019), although there are still doubts. However, we can see that online learning is the primary system to be applied during the Covid-19 pandemic.

Moreover, it appears that there are interest groups who take advantage of this momentum to gain benefits during the Covid-19 period. RuangGuru can get stakeholders towards this momentum. In line with Covid-19, technology has power, and RuangGuru sees opportunities to create communities that benefit companies and at the same time, government and society.

**Figure 2.** Process of Development of Future Education



Source: Developed by researchers (2020)

## CONCLUSION

Of the six informants interviewed, the researcher found three different outputs based on Stuart Hall's decoding and encoding methods. Some informants are in a dominant hegemony position. MN informants accept media submissions and love them. In this case, MN expects an online learning system.

Second, in the negotiation position, there were informants named Yosep and AA. The public generally accepted the dominant message that was going on, but there was some resistance in some instances. As AA has pointed out, some subjects are not optimal when run online.

Third, in the opposing position, an informant named NY feels that the transfer of learning techniques from face to face to online makes it difficult for NY to adapt to all the obstacles around her, such as connectivity in certain areas. NY finds it difficult to feel what students feel when they learn and whether students pay attention to or understand the material. It is not available online, so NY feels face-to-face is the right way to go. Like BN, this elementary student felt that face to face at school was more fun because he could play with friends, even though BN liked RuangGuru.

## ACKNOWLEDGEMENT

We are grateful because we managed to complete this journal on time. This journal cannot be completed without the effort and co-operation by our group members. Moreover, we would like to thank NewIndianExpress.com and JakartaGlobe.id for the news which we read. This journal gives encouragements for this country to conduct maximally, even in time of COVID-19 pandemic. We also sincerely thank the Ministry of Research and Technology/National Agency for Research and Innovation of the Republic of Indonesia number 054/LL3/AM/ 2020, March 23, 2020, who fully supports us in the grant program so that this research paper can be done.

## REFERENCES

- Alkhowailed, M. S., Rasheed, Z., Shariq, A., Elzainy, A., El Sadik, A., Alkhamiss, A., Alsolai, A. M., Alduraibi, S. K., Alduraibi, A., Alamro, A., Alhomaidan, H. T., & Al Abdulmonem, W. (2020). Digitalization plan in medical education during COVID-19 lockdown. *Informatics in Medicine Unlocked*, 20, 100432. <https://doi.org/10.1016/j.imu.2020.100432>
- Angdhiri, R. P. (2020). *Challenges of Home Learning During a Pandemic Through The Eyes of a Student*. The Jakarta Post.
- Brevik, L. M., Gudmundsdottir, G. B., Lund, A., & Strømme, T. A. (2019). Transformative agency in teacher education: Fostering professional digital competence. *Teaching and Teacher Education*, 86. <https://doi.org/10.1016/j.tate.2019.07.005>
- Chinmi, M., Marta, R. F., Haryono, C. G., Fernando, J., & Goswami, J. K. (2020). Exploring Online News as Comparative Study Between Vendatu at India and RuangGuru from Indonesia in COVID-19 Pandemic. *Journal of Content, Community, & Communication*, 11, 168. <https://doi.org/10.1017/CBO9781107415324.004>
- Chinmi, M., Marta, R. F., Haryono, C. G., Fernando, J., & Jai Kishon Goswami. (2020). Exploring Online News as Comparative Study Between Vendatu at India And RuangGuru from Indonesia In COVID-19 Pandemic. *Journal of Content, Community and Communication*, 11, 168. <https://doi.org/10.31620/JCCC.06.20/13>
- 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>
- Dwita, D., & Sommaliagustina, D. (2018). Interpretasi Feminisme: Analisis Resepsi Khalayak Pekanbaru Tentang Film Feminism Interpretation : Reception Analysis of Pekanbaru Society About ` Kartini ` Movie. *Jurnal Perspektif Komunikasi*, 2(2).
- Editor. (2020). *COVID-19 Educational Disruption and Response*. Unesco.Org.
- Fernando, J., & Marta, R. F. (2018). Komodifikasi Budaya Pria Jawa di Iklan Djarum 76 versi " Om Jin Buat Zaskia Gotik Jatuh Cinta ." *Jurnal Ilmu Komunikasi Ultimacom*, 10(1), 53-72. <https://doi.org/10.31937/ultimacomm.v10i1.883>



- Fernando, J., Marta, R. F., & Sadono, T. P. (2019). Resolusi Konflik Melalui Model Pengampunan Vita Activa Arendt Dalam Komunikasi Generasi Muda Kalimantan Barat. *Jurnal ASPIKOM*, 4(1), 113. <https://doi.org/10.24329/aspikom.v4i1.511>
- Iivari, N., Sharma, S., & Ventä-Olkkonen, L. (2020). Digital transformation of everyday life – How COVID-19 pandemic transformed the basic education of the young generation and why information management research should care? *International Journal of Information Management*, 55(June), 102183. <https://doi.org/10.1016/j.ijinfomgt.2020.102183>
- Ivanov, I., Cobo, J. C., & Kosonogova, M. (2020). Implementation of Developmental Education in the Digital Learning Environment. *Procedia Computer Science*, 172(2019), 517–522. <https://doi.org/10.1016/j.procs.2020.05.062>
- Jiwandono, H. P. (2015). Analisis Resepsi Pemain Terhadap Serial Video Game Grand Theft Auto. *Jurnal Studi Pemuda*, 4(1), 214.
- Kasih, A. P. (2020). *Bingung Mengajar Jarak Jauh ini Solusi Sekolah Lawan Corona Bagi Para Guru*. Kompas.Com.
- Laksono, Y. T. (2017). Penerapan Aplikasi Fruity Loops Sebagai Media Pembelajaran Penciptaan Komposisi dan Aransemen Tata Suara. *Jurnal Studi Komunikasi (Indonesian Journal of Communications Studies)*, 1(3), 254. <https://doi.org/10.25139/jsk.v1i3.337>
- Lanny Latifah. (2020). *Sekolah Online Ruangguru, Alternatif E-Learning Gratis di Rumah untuk Siswa [ Ruangguru Online School, Alternative Free E-Learning at Home for Students]*. Tribunnews.
- Lindawati, A. S. L., & Puspita, M. E. (2015). Corporate Social Responsibility: Implikasi Stakeholder dan Legitimacy Gap dalam Peningkatan Kinerja Perusahaan. *Jurnal Akuntansi Multiparadigma*, 157–174. <https://doi.org/10.18202/jamal.2015.04.6013>
- Marta, R. F. (2018). Perjuangan Multikulturalisme Perhimpunan Indonesia Tionghoa Dalam Perspektif Rekognisi Axel Honneth. *Bricolage: Jurnal Magister Ilmu Komunikasi*, 4(01), 25. <https://doi.org/10.30813/bricolage.v4i01.1065>
- Marta, R. F., & Christanto, H. (2015). Pelaksanaan Ujian Nasional ( Studi Kasus pada Sistem Manual-2014 dan Online-2015 di SMPK 2 Penabur Jakarta ). *Jurnal Komunikasi*, 9(2), 81–94. <https://doi.org/https://doi.org/10.21107/ilkom.v10i1.1842>
- Marta, R. F., Prasetya, A. A., Laurensia, B., & Syarnubi, K. L. (2020). Imbalance Identity in E-Sports News Intersectionality on Covid-19 Pandemic Situation. *Jurnal ASPIKOM*, 5(2), 207. <https://doi.org/http://dx.doi.org/10.24329/aspikom.v5i2.769>
- Muhaimin, Asrial, Habibi, A., Mukminin, A., & Hadisaputra, P. (2020). Science teachers' integration of digital resources in education: A survey in rural areas of one Indonesian province. *Heliyon*, 6(8), e04631. <https://doi.org/10.1016/j.heliyon.2020.e04631>
- Putri, D. W. (2018). Keluhan Kelelahan Mata Relation Among Distance. *The Indonesian Journal of Occupational Safety and Health, Fakultas Kesehatan Masyarakat, Universitas Airlangga, Vol.7. No.*
- 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]*. Bbcnews.
- Shoumi, A. Z. (2019). Peran Multimedia Dalam Pendidikan Pada Aplikasi Ruang Guru. *Prosiding Seminar Nasional Cendekiawan*, 2. <https://doi.org/10.25105/semnas.v0i0.5809>
- Simpson, C. R., Thomas, B. D., Challen, K., De Angelis, D., Fragaszy, E., Goodacre, S., Hayward, A., Lim, W. S., Rubin, G. J., Semple, M. G., & Knight, M. (2020). The UK hibernated pandemic influenza research portfolio: triggered for COVID-19. *The Lancet Infectious Diseases*, 20(7), 767–769. [https://doi.org/10.1016/S1473-3099\(20\)30398-4](https://doi.org/10.1016/S1473-3099(20)30398-4)
- Suyitno, I. (2012). Pengembangan Pendidikan Karakter Dan Budaya Bangsa Berwawasan Kearifan Lokal. *Jurnal Pendidikan Karakter*, 1(1), 1–2. <https://doi.org/10.21831/jpk.v0i1.1307>
- Sya, M., & Marta, R. F. (2019). Alignment Frame Construction by Three Online

- Newspapers on the Slogan of Bangka Belitung Islands. *Jurnal Studi Komunikasi*, 3, 336. <https://doi.org/10.25139/jsk.3i3.1701>
- Widodo, M. L., Soekmadi, R., & Arifin, H. S. (2018). Analisis Stakeholders Dalam Pengembangan Ekowisata Di Taman Nasional Betung Kerihun Kabupaten Kapuas Hulu. *Jurnal Pengelolaan Sumberdaya Alam Dan Lingkungan (Journal of Natural Resources and Environmental Management)*, 8(1), 55-61. <https://doi.org/10.29244/jpsl.8.1.55-61>