



Ruangguru; A Digital Assessment Tool for Enhancing Autonomous English Learning in Indonesia

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Abstract

Ruangguru has become one of the most prominent digital education platforms in Indonesia, offering a wide range of interactive learning activities that effectively support students' academic development. This study investigates the potential of *Ruangguru* as an assessment tool to enhance students' self-learning competencies, particularly in English language learning. To achieve this objective, the study identifies the platform's key features, pedagogical strengths, and its development over time. The analysis is supported by relevant research and informed by Manuel Castells's theories on media technology and Stuart Hall's reception analysis. The findings suggest that *Ruangguru* has significantly shaped Indonesian students' perceptions of digital learning and demonstrates strong potential in fostering autonomous English learning through accessible, student-centered digital engagement.

Keywords: *assessment tool, digital platform, education, English, self-learning*

Introduction

Education is fundamental to human existence (Bhardwaj, 2016). It is also considered a universal resource that plays a crucial role in advancing all 17 Sustainable Development Goals (SDGs) outlined in the 2030 Agenda, serving as a foundation for building a fair, equitable, and harmonious civilization (United Nations, 2020). In recent years, educational resources including English language learning materials have become increasingly accessible online. In this context, the author views online lesson access as a valuable tool that allows teachers to diversify instructional activities while enabling students to obtain materials easily. Consequently, online learning offers a comprehensive way to enhance students' cognitive and communicative abilities (Rrustemi & Kurteshi, 2023), which are essential in English language acquisition.

In Indonesia, thousands of educational institutions have implemented online learning through digital platforms without requiring face-to-face interaction (Sari, 2020). However, despite the flexibility offered by online education, the role of teachers remains indispensable. Effective online instruction still requires strong teacher leadership comparable to traditional classroom environments (Sari, 2019). Moreover, the adoption of online learning presents new challenges for both teachers and students, particularly in explaining and understanding course materials (Sari & Oktaviani, 2021). These shifts indicate that students are increasingly expected to become more autonomous and self-reliant, especially in English learning, where independent practice and exposure play significant roles in skill development. Online education also benefits learners who cannot attend traditional classrooms due to distance, personal conditions, or time constraints (Fitzgibbons, 2009), allowing them to structure their learning more flexibly and apply knowledge in practical ways.

In line with this growing emphasis on autonomy, there has been a nationwide increase in self-access educational facilities designed to help students manage their learning more independently. Although self-access learning continues to expand, it remains a contested concept because interpretations vary depending on educational contexts and individual views of learning (McMurry et al., 2010; Sturtridge, 1992; Santiago Betancor-Falcon, 2022). In this regard, digital applications and educational websites have gained popularity, as they enable both teachers and students to obtain new learning resources easily. Examples of such platforms include ELLLO and Ruangguru.

ELLLO (English Language Listening Lab Online) provides over 1,000 free listening activities that feature genuine conversations with English speakers and multimedia materials such as MP3 files, images, videos, and sound slideshows (Piasecki, 2004). Learners can use these resources during their free time to improve listening comprehension while enjoying English content for entertainment or routine practice. As Warastuti (2021) notes, ELLLO is particularly valuable for educators' incorporating multimedia into English instruction and for learners seeking to independently enhance listening skills, phrase comprehension, and motivation through authentic materials. Its availability across proficiency levels and offline accessibility makes it suitable for learners with diverse English needs.

Meanwhile, Ruangguru offers a broader and more comprehensive digital learning environment that actively promotes self-learning mindfulness. It is designed to meet students' academic needs while helping instructors develop critical thinking, creativity, collaboration, and communication skills through a variety of online resources (Saputra, 2020). Ruangguru also embodies the concept of ideation, introducing innovative ways of thinking and interacting that can increase students' motivation through dynamic social engagement (Chinmi & Marta, 2020). Based on closer observation, the author views Ruangguru as a promising digital assessment tool that assists teachers in evaluating students' performance while fostering learner autonomy across different subjects particularly English. Digital assessment refers to

evaluating learners through technology, and in the 21st century, where students are increasingly tech-savvy, digital assessments are gradually replacing traditional paper-based evaluations. Through such tools, teachers can design online quizzes, share them instantly, and provide immediate feedback, all of which contribute to more effective teaching, learning, and evaluation processes.

Digital assessment also offers numerous advantages. Today's students, as digital natives, tend to be highly motivated when completing assessments using technological tools and often treat them as interactive activities rather than formal examinations. Digital platforms reduce logistical burdens by eliminating the need for travel, thereby reducing both stress and financial costs. Furthermore, most digital evaluation systems automatically track key performance indicators, generate comprehensive progress reports, and store all documentation for both teachers and students. They support a wide range of question formats—such as multiple-choice, short answer, and true/false—and allow the integration of multimedia elements including videos, audio recordings, and interactive games that are not possible in traditional paper-based assessments (Mahlawat, 2020). These features demonstrate how platforms like Ruangguru strengthen autonomous learning, enhance digital assessment practices, and expand access to English learning resources within Indonesia's evolving educational landscape.

The study conducted by Agus Rahman, Kamaludin Yusra, and Arifuddin Arifuddin (2020) focused on the utilization of English resources on *Ruangguru*, a rapidly expanding online learning platform in Indonesia. It examined the educational value of the products' contents and determined if they were financially worthwhile for English language learners to purchase. As a descriptive content analysis, the investigation is qualitative. The data was collected by retrieving English-learning resources and recordings from the *Ruangguru* course, which were made accessible to learners by educational institutions. The outcomes were evaluated based on the Indonesian Minister of Education and Culture standards for the objectives, materials, methods, and examinations of the 2013 national curriculum.

The research found that *Ruangguru*'s spoken language subjects align with the stipulated subjects in the government-addressed curriculum, instruction, and additional papers. These topics have roots in the National Curriculum 2013. likewise, the cost of signing up for this educational site is not exceptionally high due to various factors (Rahman et al., 2020). Then, Munawwir and Dea (2021) had done a study that examined the significance of the *Ruangguru* in fostering children's creativity. The research model is an analysis of sentiment. The data revealed 430 favorable comments about *Ruangguru*, 57 bad comments, and 14 mediocre remarks (A. Munawwir, 2021).

Previous studies on *Ruangguru* have focused on different dimensions of the platform. Rahman et al. (2020) examined the educational value of *Ruangguru*'s English resources and found alignment with the 2013 National Curriculum. Meanwhile, sentiment analysis by Munawwir and Dea (2021) highlighted

Ruangguru's positive impact on children's creativity. However, these studies have not examined Ruangguru as a tool for fostering students' self-learning competencies, particularly in English learning, nor have they explored how its features contribute to autonomous learning from the perspectives of media technology and audience reception. This study addresses that gap.

Therefore, this study seeks to analyze Ruangguru as an effective self-learning digital platform that supports students' performance across various subjects, with a particular focus on English learning. The research questions guiding this study are:

1. What are the key features of the Ruangguru digital platform?
2. What are the advantages and challenges of using Ruangguru?
3. How has Ruangguru evolved in its development as a digital learning platform?

These three questions collectively aim to demonstrate Ruangguru's effectiveness in enhancing self-learning, particularly for students engaged in English language study.

To analyze this study, the author applies three theoretical frameworks: Manuel Castells' Media Theory, the concept of Autonomous Learning, and Stuart Hall's Reception Theory. Castells conceptualizes contemporary society as the Information Age, shaped by rapid developments in information and communication technology (ICT), which underpin new forms of social, educational, and technological interaction (Castells, 2010; Kirtiklis, 2017). Autonomous learning, defined as learners' capacity to take responsibility for their own learning (Benson, 2011; Little, 1991), provides the educational foundation for understanding how students independently navigate Ruangguru's digital content.

Meanwhile, Hall's Reception Theory emphasizes the active role of audiences in interpreting media messages (Dwita & Sommaliagustina, 2018; Jiwandono, 2015; Chinmi et al., 2021). Together, these three theories explain the technological environment enabling Ruangguru (Castells), the learner's self-directed engagement with the platform (autonomous learning theory), and the varied interpretations and receptions of digital content by students (Hall's reception theory). This interconnected theoretical framework supports a comprehensive analysis of Ruangguru as a digital platform that shapes, supports, and evaluates students' self-learning—particularly in the context of English education.

Method

In this study, the author combined a qualitative and quantitative approach to examine the effectiveness of Ruangguru as a self-learning platform. Quantitative data were drawn from pre-existing surveys and user satisfaction metrics available on Ruangguru's official website, while qualitative data consisted of literary articles, platform descriptions, and interview excerpts relevant to digital learning and autonomous learning. Data were collected between January and March 2024, then organized into four analytical themes: platform features, products and services, advantages and challenges, and Ruangguru's development. Stuart Hall's Reception

Theory was applied by coding user statements into dominant-hegemonic, negotiated, and oppositional positions (Chinmi et al., 2021), while the principles of autonomous learning (Benson, 2011; Little, 1991) and Castells's media theory (2010) were used to interpret how Ruangguru supports self-directed learning within the technological paradigm of the Information Age.

Methodological validity was strengthened through triangulation across literary articles, website surveys, and interview excerpts; however, the study acknowledges limitations due to its reliance on secondary data and the potential non-representativeness of user testimonials. Ethical considerations were upheld by using only publicly accessible sources and ensuring accurate citation of all materials.

Results

Ruangguru has emerged as a dominant force in Indonesia's digital education landscape, establishing itself as a technology-driven enterprise that delivers diverse educational services to millions of learners. Founded in 2014 by Belva Devara and Iman Usman, the platform now supports approximately six million users, including 150,000 educators, and offers more than 100 subjects tailored primarily for elementary and secondary school students (Pemerintah Republik Indonesia, 2022). Its rapid rise is attributed not only to the breadth of its educational content but also to its extensive digital marketing strategies, including high-visibility campaigns on national television networks, which have strengthened its reputation as a trusted and innovative educational provider (Betancor-Falcon, 2022).

Ruangguru's expansion has been further reinforced through strategic collaborations with local governments, particularly via Learning Management System (LMS) initiatives that aim to provide equitable access to high-quality education (Ruang Guru, 2019). The platform has earned numerous national and international recognitions including awards from the Atlantis Foundation and the Bubu Awards, as well as commendations from institutions such as the Australian Department of Foreign Affairs and Trade (Betancor-Falcon, 2022). These achievements underscore Ruangguru's role in Indonesia's digital transformation and align with Castells' (2010) Media Theory, which emphasizes how information and communication technologies reshape human activity and social structures.

Pedagogically, Ruangguru reflects a broader paradigm shift from traditional classroom instruction toward digital and autonomous learning environments. Its mobile-based application enables flexible, interactive learning anytime and anywhere, promoting self-directed learning in which students assume greater responsibility for their academic development (Neisser, 2014). Through animated video lessons, subject-specific tutorials, quizzes, and gamified materials, the platform encourages learners to engage critically and creatively. This approach resonates with Hall's Reception Theory, which posits that audiences actively construct meaning from media based on their sociocultural backgrounds (Dwita & Sommaliagustina, 2018).

Ruangguru's instructional content is developed by subject-matter experts, enhancing both its credibility and the perceived quality of learning (Chinmi & Marta, 2020). By incorporating multiple learning modalities, the platform offers a more personalized learning experience, enabling students to adjust the use of educational resources according to their individual needs and pace (Benson, 2011). Previous studies highlight that Ruangguru not only boosts motivation but also stimulates creativity by offering novelty and variety in learning activities—factors that contribute to sustained engagement and foster greater cognitive autonomy (Munawwir & Dea, 2021; Little, 1991).

In general, Ruangguru's evolution reflects more than technological growth; it represents a sociocultural shift in how Indonesian learners engage with digital literacy, autonomy, and motivation. This trajectory aligns with Castells' (2010) argument that knowledge acquisition in the contemporary era occurs within a networked society, where digital platforms and interactive communication loops fundamentally reshape how learning is experienced, interpreted, and understood.

The Features of *Ruangguru*

As an evolving digital ecosystem, Ruangguru integrates an extensive array of tools, features, and interactive content tailored to Indonesian learners. Its homepage includes user-friendly menus such as *Product*, *Program*, *Promo*, *Event*, *Beasiswa*, *Testimoni*, *Layanan*, and *Ruangbaca* (Reading Room) (Pemerintah Republik Indonesia, 2022). Notably, *Ruangbaca* plays a critical role in developing students' analytical and reflective skills by providing curated reading materials and discussion-based content. This aligns with Chang and Tung's (2009) findings that literature-based activities enhance critical thinking, particularly among students with lower academic performance.



Figure 1: The Homepage of Ruang Guru Digital Learning Platform

Source: ruangguru.com

Ruangguru's homepage exemplifies strategic design and persuasive communication, incorporating promotional banners that offer discounts of up to 60% upon mobile registration. This approach reflects Briggs and Reinig's (2007) Bounded

Ideation Theory, which explains how communication technologies can influence user behavior and stimulate innovation. Beyond serving as a functional navigation hub, the interface operates as an integrated marketing strategy that appeals to both students and parents. By promoting interactive engagement and incentivized participation, Ruangguru effectively fosters learner autonomy and sustained commitment to digital education.

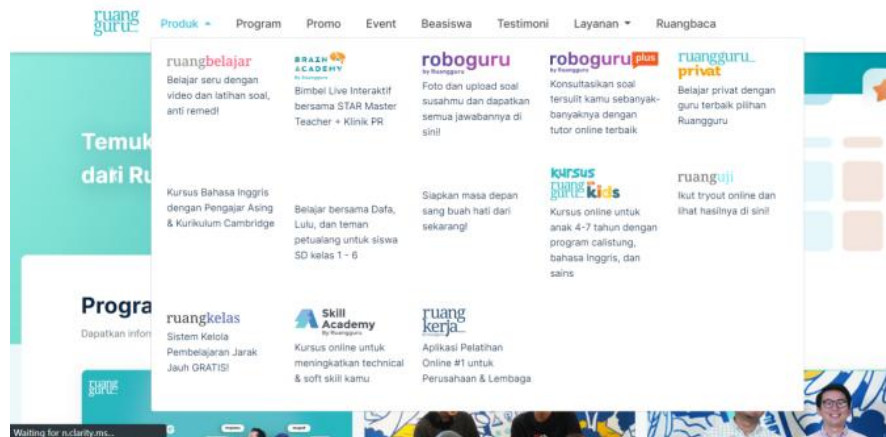


Figure 2: Product Features in Ruangguru

Source: ruangguru.com

Figure 2 illustrates the core product features of Ruangguru, which collectively showcase the platform's comprehensive approach to digital learning. Ruangguru provides a diverse suite of educational tools, including *Ruangbelajar*, *Brain Academy*, *Skill Academy*, *Ruangkelas*, *Roboguru*, *Ruangkerja*, *Ruangguru Kids Courses*, *Private Tutoring*, and *Ruangguji*. These features represent a multimodal learning ecosystem that supports access through both smartphones and personal computers while offering content in audio, visual, and audiovisual formats. This design aligns with Castells' (2010) argument that educational paradigms in the digital age are increasingly shaped by networked infrastructures, fostering flexible and personalized learning experiences.

The *Ruangbelajar* and *Skill Academy* programs exemplify Ruangguru's emphasis on interactive and engaging learning methods, incorporating instructional videos, gamified quizzes, and explanatory content delivered by qualified educators known as *Master Teachers*. The use of multimedia and gamification not only enhances learner engagement but also embeds entertainment within pedagogy to sustain attention and motivation. Rosidah and Sugianti (2021) emphasize that such features significantly improve students' motivation, listening comprehension, and content retention, highlighting the pedagogical value of Ruangguru's design. Furthermore, tutors are selected through a rigorous evaluation process, ensuring the quality, credibility, and reliability of instructional delivery.

To further strengthen language proficiency, Ruangguru offers the *English Academy*—a specialized feature aimed at helping students master English in both academic and non-academic contexts. This program reinforces Ruangguru's

commitment to equipping Indonesian learners with global competencies while maintaining localized accessibility (see Figure 3).

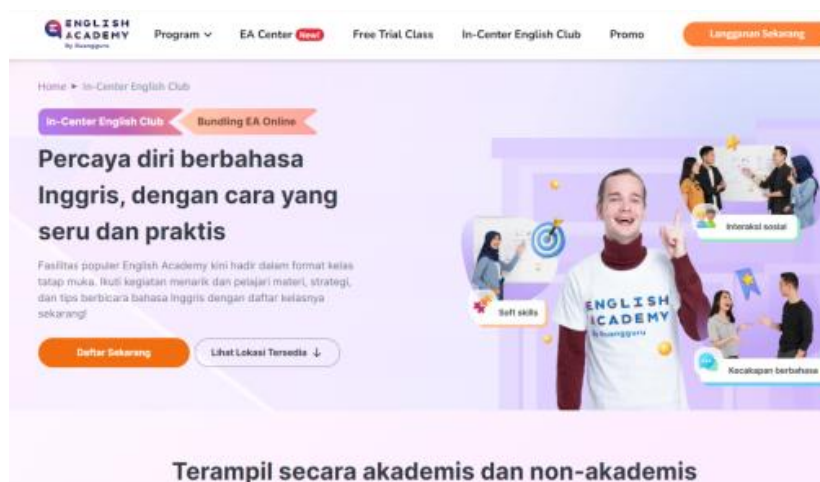


Figure 3: English Academy by Ruangguru

Source: ruangguru.com

Figure 3 presents the English Academy, a specialized component within Ruangguru designed to develop both academic and communicative English skills. Structured around the *Cambridge International Curriculum* and the *Common European Framework of Reference for Languages* (CEFR), this module emphasizes globally recognized standards in English language proficiency (Turnip, 2019). The program aims to make English learning engaging and relevant by integrating interactive tasks and real-life communicative contexts, encouraging learners to apply language skills meaningfully. This pedagogical design reflects Castells' (2010) notion of the *Information Age*, where digital innovation reshapes not only the transmission of knowledge but also the learner's experience of education within networked environments.

Through English Academy, Ruangguru provides certified teachers and level-based learning mapped to CEFR proficiency bands, enabling students to benchmark their progress against international standards. The platform's technological and interactive framework supports autonomous and self-directed learning (Neisser, 2014), allowing learners to take ownership of their educational development while being guided by structured digital resources.

Moreover, from the perspective of Stuart Hall's Reception Theory, the diverse presentation of content invites learners to interpret educational messages according to their cultural and personal contexts (Chang & Tung, 2009). Some learners may embrace the dominant messages of progress and engagement, while others may negotiate or challenge these meanings based on their socio-educational backgrounds. This interpretive dynamic underscores Ruangguru's role as a reflective digital learning space, where learners are not passive recipients of information but active participants who co-construct meaning through their educational experiences.

The Advantages and Challenges of *Ruangguru*

Figure 4 showcases student testimonials that further illuminate both the advantages and challenges of using *Ruangguru*. These real-user experiences reflect various degrees of engagement and interpretation, providing a clear entry point for analyzing the platform through Stuart Hall's reception theory framework. Faturrahman, for instance, described how he initially struggled to understand learning materials.

After joining *Ruangguru*'s Speed Concept program, he reported substantial improvement, ultimately passing the university entrance test and being accepted into the State Polytechnic of Jakarta. Similarly, Fairuz Fatin—who studied in a boarding school—faced difficulties in preparing for a comprehensive computer-based test that covered material from Grade 7 through Grade 11. Feeling overwhelmed, she turned to *Ruangguru* and credited the platform with helping her succeed in the examination. Another student, Nur, highlighted the approachability of tutors in *Ruanglesonline*, emphasizing how the responsive interaction with instructors made the learning experience more supportive and enjoyable.

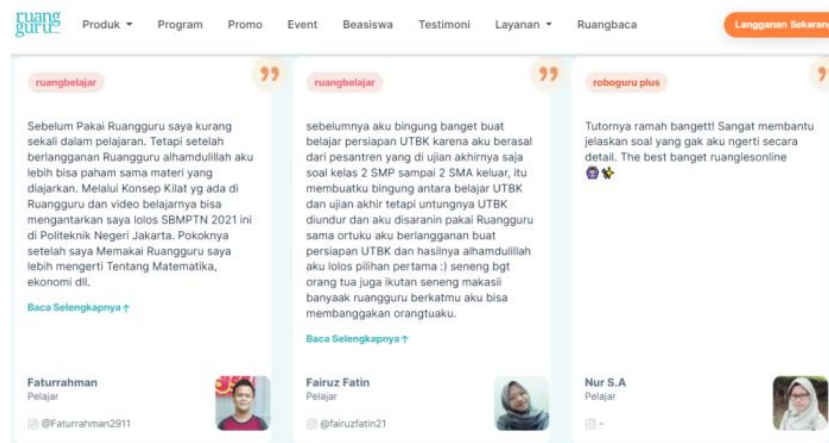


Figure 4: *Ruangguru* Testimony

Source: ruangguru.com

From these narratives, it becomes evident that most *Ruangguru* users occupy what Hall (as cited in Chang & Tung, 2009) defines as the dominant-hegemonic position, in which audiences accept the intended meaning of a media product as valid and accurate. In this context, students perceive *Ruangguru* not only as a practical educational solution but also as an empowering digital tool that enhances their academic performance. These positive perceptions reinforce the platform's intended identity as a credible and innovative space for learning.

However, this dominant reading does not preclude critical reflection. For instance, Adila acknowledged the accessibility and quality of *Ruangguru*'s content yet emphasized the need for supplementary learning strategies—an example of a

negotiated position, where audiences generally agree with the message but adapt it to their lived realities (Chang & Tung, 2009). Conversely, students like Marcella, who prefer traditional face-to-face instruction, embody a potential oppositional stance, suggesting that the digital model does not fully align with all learners' pedagogical expectations.

These interpretive variations support Castells' (2010) assertion that digital technologies are reshaping educational paradigms by promoting learner autonomy, decentralized access, and dynamic knowledge networks. As a networked learning system, Ruangguru empowers students to manage their own pace, environment, and resources, aligning with broader trends in self-access and independent learning. Nonetheless, despite offering advantages such as accessibility, interactivity, gamified learning, and responsive tutoring, Ruangguru faces ongoing challenges. These include content overload, limited internet connectivity in rural areas, and the persistent digital divide affecting students from lower socio-economic backgrounds. Such disparities underscore the need for inclusive design and pedagogical flexibility to ensure equitable participation in digital education (Ruang Guru, 2019).

In conclusion, while the majority of users interpret Ruangguru positively—reflecting a dominant-hegemonic reading—the presence of negotiated and oppositional responses highlights that learner engagement is mediated by individual, cultural, and contextual factors. This complexity illustrates the multilayered nature of digital learning reception, where educational technologies simultaneously empower and challenge traditional learning frameworks.

Discussion

In closer analysis, the author draws a link between the advantages of online learning outlined by Kamsin and the specific setting of Ruang Guru tutoring online in the subsequent discourse.

No. No.	Online Learning Advantages	Descriptions
1	Autonomous	At <i>Ruangguru</i> virtual tutoring, learners can independently arrange their everyday study hours. Additionally, users can choose their preferred products, types of questions, and teachers.
2	Convenience and adaptability	<i>Ruangguru</i> provides its products and services through a web-based system and smartphone application. Learners can utilize Ruangguru's products according to their needs, regardless of their schedule and place.
3	Delivering personalized guidance	Teachers are authorized to provide tailored instruction to students. Its purpose is to enhance how well they comprehend the subject.

4	Facilitating the inclusion of more diverse perspectives and concepts	<i>Ruangguru</i> offers a range of features that allow learners and educators to interact using various approaches, including text-based and audiovisual communication. These possibilities facilitate the development of diverse ways of speaking and viewpoints.
5	Enhancing the provision of more comprehensive feedback	<i>Ruangguru</i> can offer asynchronous and synchronous feedback. Synchronous feedback in distance education enhances interaction with others.
6	Enhancing Control and Management	Students exert full autonomy in online educational sessions. They can choose the topic of study and length according to their requirements.
7	More Network of Interactions	Textual (through chat) and audiovisual (by video) interactions are utilized in <i>Ruangguru's</i> online tuition service.

Table 2: Ruang Guru Advantages

Source : Modified by the authors and adopted from (Rahmawati & Sujono, 2021)

In this context, the advantages of online learning outlined by Kamsin can be clearly mapped onto the specific context of *Ruangguru's* digital tutoring services, revealing how the platform operationalizes key principles of autonomous and technology-mediated learning. As summarized in Table 2, *Ruangguru* enables learners to structure their own study habits, choose preferred instructional materials, and interact through diverse communication modes, all of which support the development of self-regulated learning skills essential for English acquisition.

Features such as animated English explanations, vocabulary practice, and interactive quizzes allow learners to revisit content at their own pace, reinforcing grammar, comprehension, and listening skills more effectively than traditional worksheets. This aligns with Castells' (2010) view that digital platforms enhance knowledge production by enabling individualized, network-based engagement. At the same time, the multimodal learning options offered by *Ruangguru* reflect Hall's Reception Theory, as learners actively interpret instructional content differently depending on their sociocultural backgrounds and prior English proficiency. Some students adopt a dominant position, finding *Ruangguru* motivating and clear, while others negotiate or resist the digital format, preferring teacher-led, face-to-face instruction for complex English topics. Thus, the table's advantages show how *Ruangguru* supports online learning while also revealing varied learner receptions, which is central to Hall's framework.

Although *Ruangguru* provides numerous advantages for Indonesian learners, several meaningful challenges also arise that go beyond interface issues. The loud voice-assistance feature and cluttered interface may disrupt concentration,

especially for older English learners who require quiet, sustained focus for reading comprehension or writing tasks. More importantly, some pedagogical limitations are evident: while most videos adhere to the national curriculum, opportunities for deeper exploration of English-speaking skills, creative writing, or academic English remain limited unless learners subscribe to premium study rooms.

The presence of intrusive pop-ups and advertisements—particularly for non-paid users—reflects the growing commercialization of digital education, which risks creating unequal learning experiences. Moreover, Ruangguru's assessment tools, though useful for basic comprehension checks, still rely heavily on multiple-choice questions; richer assessment formats such as speaking portfolios, peer-reviewed writing, or automated feedback for pronunciation are not yet fully integrated. The platform's focus on elementary to secondary levels also leaves a gap for university or postgraduate learners seeking advanced English support. These limitations demonstrate that although Ruangguru has strong potential as a self-learning platform, its full effectiveness requires addressing deeper pedagogical needs, reducing inequity, and strengthening digital assessment functionalities.

All in all, Ruangguru's advantages and challenges reveal important implications for learners, educators, and policymakers. Castells' (2010) concept of the network society helps explain how Ruangguru facilitates flexible access to English learning, yet simultaneously exposes digital divides among students with limited device quality, unstable connectivity, or inability to purchase premium features. Hall's Reception Theory further clarifies why some students prefer traditional classroom-based English learning: they may rely on direct teacher interaction, immediate clarification, or culturally familiar teaching methods, leading them to adopt negotiated or oppositional positions toward digital platforms.

These varied responses highlight that effective English learning depends not only on technology but also on sociocultural context, learner identity, and degree of digital literacy. Comparatively, although platforms like ELLLO offer targeted listening practice, Ruangguru provides a more comprehensive learning ecosystem; however, it must continue improving instructional depth and assessment authenticity to match traditional pedagogical strengths. Practically, educators should integrate Ruangguru as a complementary tool rather than a full substitute for classroom instruction, while policymakers must expand infrastructure to reduce digital inequality. For platform developers, the findings point to the need for clearer interface design, richer English assessment models, and expanded content for higher-level learners. Taken together, Ruangguru represents a significant step in Indonesia's digital educational transformation, but its long-term contribution to English learning depends on sustained refinement and equitable implementation.

Conclusion

This study concludes that Ruangguru, through its multimedia lessons, interactive quizzes, and feedback mechanisms, offers robust features that support autonomous learning and function increasingly as a digital assessment tool, thereby answering the first research question. In response to the second, the platform provides meaningful advantages—flexibility, personalized pathways, and expanded interaction while also presenting challenges such as interface complexity, limited advanced English materials, and inequitable access to premium features. Regarding the third question, Ruangguru's rapid development, government collaboration, and continuous innovation demonstrate its growing role in reshaping Indonesia's digital learning ecosystem.

Specifically for English learning, Ruangguru enhances vocabulary acquisition, comprehension, and learner motivation, although richer speaking and writing assessments remain necessary for comprehensive language development. The findings extend Castells' theory by showing how networked technologies decentralize learning and assessment, while Hall's Reception Theory explains students' varied responses to digital English instruction. Practical implications suggest that educators use Ruangguru as a complementary tool, developers refine assessment features and content depth, and policymakers improve digital access for all learners. Future research should include longitudinal and comparative studies to measure learning outcomes more precisely and examine how sociocultural factors shape students' digital learning experiences. Overall, Ruangguru represents not only a technological tool but a sociocultural shift toward digital autonomy, flexible assessment, and lifelong English learning in Indonesia.

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