Behavior of Islamic Community Development Students 3 A towards Clash of Champions in Ruangguru on Youtube

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Article Info	ABSTRACT
Keywords: Digital Technology, Online Learning, Ruangguru, Clash of Champions, Student Behavior, Learning Styles, Digital Competitions.	The development of digital technology has brought great changes in the world of education, especially in developing countries such as Indonesia. One solution that overcomes limited access to education is an online learning platform such as Ruangguru. This study aims to analyze the behavior of students of the Islamic Community Development Study Program (PMI) 3A towards the Clash of Champions (COC) show organized by Ruangguru on the YouTube platform, focusing on its impact on adolescent behavior patterns and learning styles. The method used is a qualitative approach with data collection techniques through interviews, observations, and documentation. The results show that there is a variation in student involvement, which is influenced by their learning interests and preferences. Some students are actively engaged, developing critical thinking and collaboration skills, while others watch the show passively. This study provides recommendations to maximize the use of COC impressions in education by involving the role of teachers and utilizing social media to expand the reach of educational content.
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INTRODUCTION

The development of digital technology has brought great changes in various sectors, including in the field of education. In the midst of the era of globalization and advances in information technology, digital technology is now not only a tool, but also fundamentally changes the way we learn, share information, and manage education. Along with rapid advances in technology such as the internet, educational applications, and e-learning platforms, access to education has become wider, the interaction between teachers and students has become more dynamic, and learning can now be more flexible, efficient, and tailored to the needs of each individual.

This change is increasingly felt in developing countries such as Indonesia. Here, challenges such as limited access to education due to geographical location, economic conditions, and infrastructure often hinder students from getting quality education. One solution that helps address this gap is an online learning platform like Ruangguru. Since its inception in 2014, Ruangguru has grown to become the largest learning platform in Indonesia, providing innovative solutions to ensure more students across the country have access to quality educational materials. Quoted from the official page or website of Ruang Guru, in 2017 the Ruang Guru application had more than 6 million users with the majority of users being junior and senior high school students (Raudatussaadah et al., 2023).

Over the past two decades, digital technology has helped accelerate the learning process, introducing new ways that are more interactive and dynamic. With mobile applications and cloud-based systems, students can access their subject matter anytime and wherever they are. Ruangguru leverages this technology by providing learning videos, interactive quizzes, and online tutor sessions that make it easy for students to learn without having to be in the classroom.

More than just facilitating access, technology also allows for more personalized learning. Data from student learning activities can be analyzed to provide learning recommendations that suit individual needs and learning styles. This is very important, especially in Indonesia, which has a variety of student backgrounds in terms of economy, social, and geography.

Not only that, digital technology also plays an important role in reducing educational inequality. In remote areas that are difficult to reach, e-learning platforms like Ruangguru can be a bridge for students to gain access to educational resources that are just as good as those available in urban areas. This helps ensure that quality education can be enjoyed by more students across Indonesia, without being constrained by geographical location.

However, while the benefits of technology in education are clear, the challenges in its application cannot be ignored. One of the biggest challenges is the digital divide, where not all students have access to adequate technological devices or stable internet. In some remote areas, internet access is still a big problem, so not all students can enjoy the benefits of platforms like Ruangguru to the fullest.

In addition, the application of technology in education also requires digital literacy, both from the side of teachers and students. Technology can be very beneficial if used correctly, but without proper guidance, technology can be counterproductive. Technology and education in life are an inseparable part of human life from ancient times to the end of time (Maritsa et al., 2021). Teachers need to be equipped with adequate skills to utilize technology in the teaching and learning process, while students must also be taught how to use this technology properly and wisely.

One of the interesting innovations introduced by Ruangguru is the use of gamification in education, for example through the Clash of Champions competition. Gamification is the use of game elements in non-gaming contexts, such as education, to increase user motivation and engagement. In the world of education, this approach is often used to make the learning process more enjoyable.

Clash of Champions is an academic competition that combines elements of gamification, where students from different schools compete in academic abilities through exciting challenges. Broadcast through digital platforms such as YouTube, this program has succeeded in attracting the interest of many students throughout Indonesia. With an attractive format and delivery that suits the tastes of young people, this competition not only motivates students to learn, but also makes the learning process a more exciting and enjoyable experience.

However, behind the excitement and educational benefits offered, there are some concerns about its impact on the development of adolescent behavior. In adolescence, individuals are in a developmental stage that is greatly influenced by the environment and the media they consume. There is a risk that competition that focuses too much on winning can affect the way students view cooperation, the ethics of competition, as well as how they deal with failure.

Researching the impact of programs like Clash of Champions on adolescent behavior is crucial. Adolescents are a vulnerable group to media influence, especially in terms of how they shape their identities, view success, and handle failure. Teenagers today are very dependent on social media (Putri et al., 2016). If managed properly, competition-focused programs can have a positive impact, such as increasing learning enthusiasm and building confidence. However, if not balanced with teachings about ethics, cooperation, and sportsmanship, this kind of competition risks fostering individualistic attitudes and a lack of tolerance for failure.

Therefore, in the context of education, it is important to create a balance between fun and meaningful learning. Competitions like the Clash of Champions can be an effective means of motivating students, but they must be balanced with an approach that also emphasizes the importance of cooperation, sportsmanship, and good character development.

This study aims to explain and analyze the behavior of PMI 3 A students towards COC (Clash of Clans) impressions on the Ruangguru platform on YouTube. This study aims to understand how the students respond to the show, both in terms of interest, interaction, and the impact it has on their learning patterns and activities. By analyzing student behavior towards the content available on YouTube, it is hoped that it can provide insight into the influence of educational shows such as COC in online learning platforms on the development of student learning habits.

Ultimately, research on the impact of this program is expected to provide deeper insights into how digital educational content can be more effective in providing a positive impact, not only in academic aspects, but also in the formation of adolescents' character and behavior.

METHOD

A research paradigm is a model or pattern that describes the way of thinking in research, including assumptions, concepts, and propositions that direct researchers in determining theories, methods, and research steps (Moloeng, 2012). In the social sciences, the constructivist paradigm emphasizes that individual understanding is shaped through personal experiences, social interactions, and cultural influences (Uno, 2020). In the context of events like Clash of Champions, the influence is indirect, as viewers actively give meaning to what they watch and mimic behaviors based on their cultural values and life experiences. This process is dynamic, with values that can be amplified or altered in social interactions, and constructivism sees the influence of media as part of an ever-evolving social process, in which individuals form the active meaning of what they see (Batubara, 2017; Hidayat, 2003).

This study uses a qualitative approach to explore the impact of Clash of Champions on the behavior of teenagers who watch it on YouTube. This approach was chosen because it can explore the personal experiences and views of adolescents more flexibly, uncovering emotional reactions and deep meanings that are difficult to reach with quantitative methods. Given that YouTube is an important medium for teens, this study aims to understand how these competitive shows affect their attitudes towards competition, learning, and social interaction. The results of the research are expected to provide insights for parents, educators, and content creators to create an environment that supports the positive development of adolescents in the digital era.

The study focused on adolescents who watched Clash of Champions on YouTube, with the goal of understanding the impact of competition on their motivation and learning behavior. The subject of the study includes individuals involved in the observation of the show, while the object of the research is social imitation that occurs on social media, especially YouTube (Martono, 2010). Social imitation here refers to how behavior and content disseminated on social media affect the actions of other users, so understanding the mechanism of social imitation is the key in studying the influence of social media (Umar, 2013). This study uses a qualitative approach with various data sources, including literature such as books, journals, and e-books, as well as primary data obtained through interviews with resource persons (Sujarweni, 2014).

This study uses three data collection techniques: observation, interview, and documentation (Nugrahani, 2014; Siyoto & Sodik, 2015; Sugiyono, 2018). Observations were made by recording

behaviors and phenomena on social media, especially related to the Clash of Champions show. Interviews were conducted with the main speakers, such as participant Natasha Diana Permatasari, to explore in-depth views and experiences. Documentation collects data from written sources such as notes, photographs, and archives to understand the social influence of impressions on adolescent behavior on social media.

The data analysis in this study uses a qualitative approach to understand the influence of social media on adolescent behavior, especially among UIN Syarif Hidayatullah Jakarta students. Data collected through observation and interviews will be analyzed to identify the positive sides and impacts of social imitation. After the data is collected, the verification stage is carried out to ensure the accuracy and consistency of the data by examining the results of the interviews and matching them with existing records (Arikunto, 2010).

RESULTS AND DISCUSSION

Behavior of PMI 3 A Students towards COC Impressions in Ruangguru on YouTube

The results of an interview with Muhammad Fathi Taqiyuddin, a viewer of the Clash of Champions (COC) show in Ruangguru, showed that the behavior of PMI 3A students towards this show varied. This is influenced by the interests and learning preferences of each individual. Some students are attracted to the show because of its relevance in interactive learning, while others are less engaged. To maximize the impact of COC as a learning tool, the role of teachers in facilitating the appropriate use of technology and training is very important (Salim, 2021).

Fathi also explained that student behavior is influenced by their perspective on the benefits of content. Students who see this show as an opportunity to hone their critical thinking skills and compete tend to be more engaged. Meanwhile, students who prefer participatory and collaborative learning methods find the COC show interesting because it involves interaction and discussion, which supports the development of communication and teamwork skills (Suryani, 2021).

On the other hand, students who prefer individualized or traditional learning may only see this show as entertainment or a glancing source of information. Although student behavior towards COC varies, most still appreciate the innovation offered by RuangGuru in presenting more interesting and interactive learning content. This provides a new color in learning and increases student motivation to learn in the digital era.

The Form of Behavior of PMI 3 A Students towards COC Impressions in the Teacher Room on YouTube?

The results of an interview with Galuh Cahya Ramadhani, a student of Islamic Community Development, showed that the Clash of Champions (COC) show in Ruangguru elicited mixed responses from PMI 3A students. This show is a fun learning medium, with a healthy competition approach that encourages the spirit of participation (Sutanto, 2022).

On the other hand, there are students who prefer to listen to the show passively, only using the content as an additional reference to enrich their understanding. For some students, the COC show is a group discussion material that enriches perspectives in learning. However, not all students like this gamification-based learning method. Some are more comfortable with traditional approaches, such as reading books or listening to lectures, and are less engaged with the content presented (Rizki, 2022).

Adinda Syahla added that some students assessed the show from a critical point of view, evaluating whether the competition format was effective in improving their understanding. This shows that the COC show provides flexibility for students in choosing a learning approach that suits their preferences. Overall, COC shows introduce a more interactive and collaborative approach to learning, although responses vary between individuals.

How do PMI 3 A students behave towards COC impressions in RuangGuru on YouTube?

In analyzing the behavior of PMI 3A students towards the COC (Champion of Champions) show in Ruangguru based on Albert Bandura's theory of social imitation, there are several important aspects that affect the social learning process, namely attention (attention), retention (information storage), motor reproduction (implementation of actions), and motivation. These four components explain how students engage with COC impressions and how internal and external factors affect their engagement.

Attention, as the first component, emphasizes the importance of students' attention to shows that are relevant to their learning needs. Students who are interested in content that can improve critical thinking and problem-solving skills tend to focus more on these shows. Conversely, students who prefer traditional or individualist learning methods may pay less attention to COC impressions, which has an impact on their low engagement.

Once attention is given, the retention component plays an important role in how students retain the information observed. Students who are actively involved in COC broadcasts are more likely to absorb and remember the information presented, such as critical thinking and collaboration skills.

Those who are more passive or prefer conventional learning methods tend not to retain information effectively, because they do not see the impression as an important part of their learning process.

Motor reproduction refers to the ability to imitate behaviors that have been learned. Students who are active in COC shows may try to imitate the skills they learned, such as critical thinking, in class discussions or group assignments. However, under-engaged college students may not feel the need to imitate such behavior, simply watching the show as entertainment or additional information with no practical application.

Motivation is a factor that determines the extent to which students are motivated to imitate the behaviors they observe. Students who are motivated to improve their academic and social skills are more likely to actively participate in COC shows, inspired by challenges and competitions. Motivation can also come from external reinforcement such as recognition from friends, lecturers, or academic achievements.

However, students who do not see the immediate benefit of COC impressions may not feel motivated to imitate the observed behavior. They may simply perceive these shows as entertainment or additional information without a significant impact on the way they learn.

What are the forms of behavior of PMI 3 A students towards COC impressions in Ruangguru on YouTube?

Bandura suggests that individuals learn behavior through observation and imitation, which is influenced by the relevance and benefits of the observed behavior. In the context of the COC show, PMI 3A students who feel that the show is in line with their learning style tend to be more actively involved, observing and internalizing skills such as critical thinking and quick analysis. For students who prefer traditional learning methods, COC shows may only serve as entertainment or additional information without encouraging them to imitate the behaviors displayed.

Bandura's theory also highlights the influence of social context in the process of imitation. Students who are active in group discussions or collaborations tend to see COC as an opportunity to develop communication skills, teamwork, and analytical thinking. If they are in a supportive environment, such as peers who are also interested in the show, they are more motivated to actively participate. However, for students who are less engaged or prefer conventional learning, COC may not attract attention or be considered irrelevant.

Although the level of student involvement is different, the COC show still provides benefits. For more critical students, this show can be a stimulus to evaluate the effectiveness of gamification learning. Overall, the COC show in Ruangguru offers a more interactive and relevant learning approach to the needs of students in the digital era. Students who feel inspired often bring that spirit into their learning, while those who are more passive still get additional information even though they are not actively engaged.

CONCLUSION

The analysis of PMI 3A students' behavior towards the Clash of Champions (COC) show in Ruangguru shows a variation in engagement influenced by individual preferences and the relevance of the show to academic needs. Several students are actively involved, developing critical thinking, collaboration, and problem-solving skills through interactive competitions, in accordance with Bandura's theory of social imitation. However, there are also students who watch shows passively as a complement without feeling the need to actively participate. However, the COC show still provides additional value as a material for critical reflection, reflecting how digital platforms can enrich the learning experience according to students' interests and preferences in the modern era.

This study suggests that further research should examine the impact of the Clash of Champions show on adolescent behavior change, as well as the development of digital competition-based educational programs. Education practitioners are expected to maximize the potential of this show to increase student motivation and achievement with a balanced approach, prioritizing a meaningful learning process. In addition, it is recommended that teachers be trained to use competition content as a learning tool and Ruangguru to use social media to expand its reach and provide relevant educational content.

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