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Innovative Ruangguru's Educational Product Strategy to Meet Generation Z's Needs: Insights from Youtube Comments and User Perspectives

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Abstract

This study aims to examine how the Clash of Champions (COC) educational product strategy by Ruangguru is responded to by Generation Z through analysis of YouTube comments and user interviews. The main focus of this research is to understand the forms of acceptance, social meaning, and the value of representation and participation that arise in digital interactions with learning innovations. The method used was a qualitative approach with netnography techniques to the top 300 comments on the Ruangguru YouTube channel, as well as in-depth interviews with four students from two universities in East Kalimantan. The results of the study show that COC is not only perceived as a digital learning program, but also as a social space that strengthens motivation, pride, collective identity, and criticism of popular culture that is less educational. Data visualizations such as word cloud, tree maps, and concept maps show that user participation goes beyond passive consumption, by displaying emotional engagement and strong representation drives. These findings underscore the importance of social, affective, and value dimensions in the success of digital educational programs. This research contributes to the development of user-based educational innovations, as well as offers a participatory approach in designing educational strategies that are more inclusive and relevant to the characteristics of the younger generation.

Keywords: *Ruangguru, Generation Z, digital education innovation, user participation, netnography, social representation.*

Abstrak

Penelitian ini bertujuan untuk mengkaji bagaimana strategi produk edukatif Clash of Champions (COC) oleh Ruangguru direspons oleh Generasi Z melalui analisis komentar YouTube dan wawancara pengguna. Fokus utama penelitian ini adalah memahami bentuk penerimaan, makna sosial, serta nilai representasi dan partisipasi yang muncul dalam interaksi digital terhadap inovasi pembelajaran tersebut. Metode yang digunakan adalah pendekatan kualitatif dengan teknik netnografi terhadap 300 komentar teratas di kanal YouTube Ruangguru, serta wawancara mendalam dengan empat mahasiswa dari dua perguruan tinggi di Kalimantan Timur. Hasil penelitian menunjukkan bahwa COC tidak hanya dipersepsi sebagai program pembelajaran digital, melainkan juga sebagai ruang sosial yang memperkuat motivasi, rasa bangga, identitas kolektif, serta kritik terhadap budaya populer yang kurang edukatif. Visualisasi data seperti word cloud, tree map, dan concept map memperlihatkan bahwa partisipasi pengguna melampaui konsumsi pasif, dengan menampilkan keterlibatan emosional dan dorongan representasi yang kuat. Temuan ini menggarisbawahi pentingnya dimensi sosial, afektif, dan nilai dalam keberhasilan program edukatif digital. Penelitian ini memberikan kontribusi pada pengembangan inovasi pendidikan berbasis pengguna, serta menawarkan pendekatan partisipatif dalam merancang strategi edukatif yang lebih inklusif dan relevan dengan karakteristik generasi muda.

Kata kunci: Ruangguru, Generasi Z, inovasi pendidikan digital, partisipasi pengguna, netnografi, representasi sosial

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INTRODUCTION

Innovation in digital education products has become an absolute demand in the post-digital era, especially in responding to the needs of a new generation that lives and grows in the midst of a rapidly growing technology ecosystem. Generation Z, born between 1997 and 2012, exhibit very different learning characteristics from previous generations. They are more responsive to an interactive, participatory approach, and rely on technology as the main space for obtaining information and constructing knowledge (D. Kim & Ryoo, 2023; Marin & White, 2023). Ruangguru as a digital learning platform in Indonesia takes advantage of this potential by presenting innovative products such as Clash of Champions (COC) that combines entertainment, academic competitions, and digital branding strategies to attract young students. In this context, the theoretical approach of Diffusion of Innovation by Everett Rogers becomes a relevant analytical tool to understand how ideas, technologies, and strategies of educational products are spread, accepted, and adopted by user groups such as Generation Z.

The phenomenon of adopting Ruangguru as an interactive learning platform is not only seen from the technological aspect, but also through the responses and social interactions that emerge from the user community. The comments that appear on platforms like YouTube show how users are not just passive consumers, but also reflective agents who judge, criticize, and even promote the programs offered. This user perspective provides a new space in analyzing the adoption of educational technology-based innovations, especially when juxtaposed with the five stages of adoption in Rogers' theory: knowledge, persuasion, decision, implementation, and confirmation (Guo & Huang, 2024). That way, the role of users as early adopters, opinion leaders, and active critics is an important element in understanding the dynamics of the acceptance of digital-based educational innovations (Hinic & Kowalski, 2023; Richards et al., 2023).

The urgency of this research arises from two directions. First, there is an urgent need to design educational product strategies that are not only relevant in terms of content but also able to adapt to the characteristics of digital native learning such as Generation Z (Peter & Asmawi, 2023; Wu & Mahmudah, 2021). Second, the lack of empirical studies that specifically explore the dynamics of user comments on social media as an indicator of public acceptance and perception of digital education innovations. In fact, social media has become the main public space for Generation Z in expressing opinions and shaping discourse, including in the field of education (Sturm & Tscholl, 2019; Zelig et al., 2023). Therefore, a user comment-based approach is essential to assess the actual response to educational product innovation strategies such as those developed by Ruangguru.

The primary objective of this study is to examine how Ruangguru's educational product strategy, particularly the COC program, has succeeded or failed to meet the needs and expectations of Generation Z, by analysing user comments on YouTube as primary data. Using the Diffusion of Innovation framework, this study also aims to map the elements of innovation (such as relative advantage, compatibility, complexity, trialability, and observability) identified in user perception and evaluate the stages of adoption experienced by the viewers of the COC program. The study seeks to understand not only what users are saying but also how those comments represent the social, cultural, and psychological dynamics of the process of adopting digital educational innovations.

This research stands in a unique position in the existing literary landscape. Various previous studies have addressed the learning characteristics of Generation Z, especially their tendency towards the digitization of learning and their preference for flexible, collaborative, and app-based learning models (Chaw & Tang, 2023; Vishnu et al., 2022; Wangid et al., 2021). Other studies have also highlighted the importance of integrating user feedback in the process of technology-based educational innovation (S. Kim et al., 2024; Li et al., 2025; Richards et al., 2023). However, there is still little literature that explicitly links social media comments (especially from YouTube) to the theory of Diffusion of Innovation, especially in the specific

context of Generation Z and the Indonesian educational ecosystem. This is where the original contribution of this research lies, which is to bridge the qualitative data from user comments with an established theoretical framework in innovation adoption studies.

The research gap identified was the lack of studies that made user comments on social media the main data source in evaluating the success of digital educational product strategies, especially those targeting Generation Z. The majority of previous research still focused on questionnaires, formal interviews, or institutional case studies, without taking into account the discursive and spontaneous dynamics that emerged on public platforms such as YouTube (Hinic & Kowalski, 2023; Zelig et al., 2023). In addition, many studies ignore the importance of the dimensions of social representation, equity of access, and social pressure in the innovation adoption process, even though these aspects are crucial in understanding how an educational product is widely accepted or rejected by potential users.

The novelty of this study lies in its approach that combines three domains: (1) analysis of YouTube comments as a reflection of the user experience organically; (2) the use of the theory of Diffusion of Innovation as the main conceptual framework; and (3) focus on Generation Z as a group of users with highly contextual and dynamic learning characteristics. In addition, this study pays special attention to social and cultural dimensions such as minority representation, social pressure on participants from non-exact majors, as well as the dynamics between institutional reputation and social expectations. These aspects have not been touched much in previous literatures that tend to be technocratic and institutional-based.

The originality of this research also lies in how it places Ruangguru as an object of empirical study that represents the phenomenon of local innovation in the Indonesian education ecosystem. Thus, this study is not only academically relevant, but also has practical implications in designing educational product strategies that are more adaptive to the needs and values of Generation Z, such as inclusivity, collaboration, social branding, and equitable access (Bañez, 2023; Cirkony et al., 2022; Han & Kumwenda, 2024; Karimah et al., 2023). This implication is even stronger because Ruangguru actively utilises social media as its primary communication and marketing channel, making interactions on YouTube an integral part of its product strategy, not just a side effect.

Based on the background, urgency, objectives, and positioning in the literature as described above, the formulation of the problem in this study is: How is the innovation strategy of Ruangguru's educational products, especially through the COC program, responded to by Generation Z based on user comments on YouTube, and how can these dynamics be explained through the framework of Diffusion of Innovation Theory (Rogers)? By formulating this question, this research aims to expand the horizon of the study of digital education innovations based on user perspectives and grounded in the socio-cultural dynamics of digital media. Through this approach, it is hoped that a new understanding will emerge on how innovative educational products can truly be part of an inclusive, adaptive, and transformative learning ecosystem for Generation Z in Indonesia.

METHODS

This study uses a qualitative approach with the netnography method as the main strategy to understand in depth how Ruangguru's educational product innovation strategy, especially the Clash of Champions (COC) program, is received, interpreted, and responded to by Generation Z. Netnography approach was chosen because it allows researchers to explore social practices and digital representations in user communities naturally through online interactions, especially in the form of comments on YouTube platform. Netnography as a digital ethnography method is considered most relevant in the context of this study because Generation Z constructs many of their social experiences and learning through social media, and YouTube is an important space where the dynamics of perception of educational

innovation take place publicly and spontaneously (Hinic & Kowalski, 2023; Sturm & Tscholl, 2019).

The main source of data for this study is the top 300 comments on Ruangguru's official YouTube channel, especially those that appear in the episodes of Clash of Champions (COC) Season 2. These comments are collected purposively based on criteria: they appear in the top order, are relevant to the topic of educational strategies or responses to the COC program, and have the value of opinions, appreciation, criticism, or social reflections that can be analyzed. YouTube was chosen because this platform is the main channel for Ruangguru's content dissemination targeting Generation Z, and at the same time a discursive space where users convey their responses to the educational product. The analysis of this comment aims to explore the dynamics of innovation acceptance using the theoretical framework of Diffusion of Innovation from Everett Rogers, which contains five stages of innovation adoption (knowledge, persuasion, decision, implementation, confirmation) and innovation attributes (relative advantage, compatibility, complexity, trialability, and observability).

All comments are then coded and analyzed using NVivo software. The coding process is carried out thematically by developing analytical nodes based on categories from Rogers' theory as well as sociocultural themes that emerge from the data, such as "motivation and inspiration", "appreciation for innovation", "social support and collective pride", "inclusivity and minority representation", and "criticism of popular culture". This approach is in line with previous research that emphasizes the importance of integrating user feedback as part of participation-based innovation (Li et al., 2025; Richards et al., 2023). In the digital context, user comments not only reflect personal opinions, but also form a collective narrative that gives legitimacy or resistance to an innovation.

To complement and strengthen the findings of the netnography data, the researcher also conducted semi-structured interviews with four Generation Z students from two universities in East Kalimantan, namely one public university and one private university. The four informants were chosen purposively because they are active viewers who follow every episode of COC Season 2 from start to finish. Interview topics include perceptions of COC's content strategy, motivation for participating in the program, the suitability of the content to their academic needs and personal values, and their opinions on aspects of inclusivity, branding, and social representation in the program. This interview also explores responses to the relevance of COCs in shaping learning motivation and academic identity as part of the innovation adoption process (Bañez, 2023; S. Kim et al., 2024; Peter & Asmawi, 2023).

Data analysis was carried out using a thematic content analysis approach simultaneously between netnographic data and interview data. The data triangulation technique was used to check the consistency between public comments and the personal experiences of the interviewees. The findings from the interviews are used as a means of member checking to ensure that the interpretations drawn from YouTube comments are indeed in line with the actual experience of active users. It also avoids the interpretive biases that may arise from the mere reading of digital texts. In addition, peer debriefing was conducted with academic partners to validate the category structure and confirm conformity to the Rogers theoretical framework.

Ethically, all comment data used is public and publicly available on the YouTube channel, so its use in this study does not violate privacy principles. Listed usernames are removed in the reporting process to maintain anonymity. Meanwhile, the four interviewees gave consent voluntarily through informed consent, and their identities were disguised with the informant's code to maintain confidentiality.

With this design, the research method is able to answer the formulation of the main problem: how Ruangguru's innovation strategy in the COC program is responded to by Generation Z, both individually and collectively, through comments on social media and reflection on personal experiences. The combination of netnography data and interviews provides a powerful scope to contextually analyze the process of adopting innovations, as well

as showing how educational technology is not only adopted for its function, but also for its resonance with social, cultural, and generational identity values. This approach also allows researchers to understand the involvement of users as early adopters and opinion leaders, as well as examine the social potential of digital innovation in the context of education in Indonesia.

RESULTS

This study illustrates how Ruangguru's educational product strategy through the Clash of Champions (COC) program is accepted and interpreted by the digital society, especially Generation Z. Main data was obtained from an analysis of the top 300 comments on Ruangguru's official YouTube account and supported by in-depth interviews with four Gen Z students from two universities in East Kalimantan. The findings show that the digital space is not only a medium for the dissemination of innovation, but has become a social arena where adoption, reflection, and participation in educational innovation take place actively.

Figure 1. Word Cloud Visualization

Word cloud visualization shows the dominance of words such as "proud", "learning", "generation", "passion", and "great", which indicates that the perception of COC is not only limited to educational content aspects, but also touches the emotional and aspirational realms. Words like "hope" and "future" reflect users' perceptions that these shows are a form of social investment for the younger generation. One user with the initials K wrote, "I feel hopeful again if I see Indonesian children can perform like that." This word cloud represents a confirmation phase in the theory of innovation diffusion, when users not only get to know innovation, but also form beliefs and expectations for its sustainability.

Figure 2. Tree Map Visualization

Furthermore, the visualization of the tree map provides a representation of the frequency of words that reinforce the pattern of the word cloud. The words "agree", "really", and "learn" occupy the leading positions, signifying the user's cognitive and affective involvement with the program. The word "Ruangguru" emerged dominant, indicating the success of brand associations in the digital educational realm. A user with the initials N stated, "Ruangguru is really cool. These kids are not only smart, but also inspiring." Words such as "very" and "Indonesian" indicate a strong push for emotional support and a stronger sense of digital nationalism.

In an interview, F students from one of the state campuses stated that this program "is a place to prove that regional children can also perform on a par with those from large campuses." He added that the COC "is not just a competition, but shows a human side and a relatable learning struggle." This finding is strengthened by cluster analysis which shows the emergence of clusters of meanings such as learning motivation, academic enthusiasm, and national pride. Words such as "smart", "passionate", "great", and "honest" appear consistently, showing that participants' success is not only measured by cognitive aspects, but also by integrity and personal character.

The digital space in this context is not neutral. It becomes a discursive space where the educational values, popularity, and culture of the younger generation are negotiated. A comment from a user with the initials S stated, "Finally, there is also a spectacle that makes you think. I'm tired of watching the Beatles." This statement reinforces the findings in the concept map which shows the emergence of new categories such as "Motivation and Positive Social Representation" and "Criticism of Culture of Populism vs Intellectuality". These two categories are not explicitly described in Rogers' theory of diffusion of innovation, but they emerge strongly in this context, signaling a new conceptual contribution (novelty).

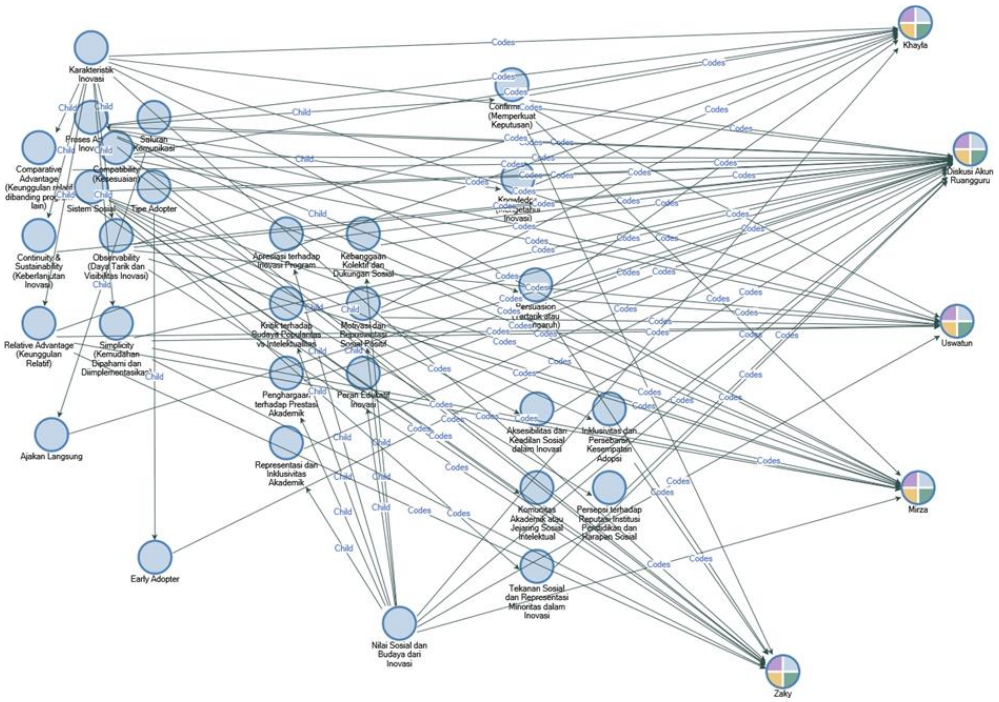

Figure 3. Project Map Visualization

From the perspective of the project map, it can be seen that some users such as Khayla, Zaky, Uswatun, and Mirza have extensive connections to key nodes such as learning motivation, social representation, and innovative excellence. For example, Mirza's comments are more related to the persuasion process and relative advantage, while Khayla reinforces the dimension of women's motivation and representation in academia.

User comments show that they have gone through stages in the innovation adoption process such as knowledge, persuasion, decision, and confirmation. One user with the initials R wrote, "I used to think that Ruangguru was just for practice questions. But now I watch every episode of COC, even invite my sister too." This shows a change in perception and intention of use, in line with the Rogers framework.

Student A stated, "I feel like I have a place, because the participants who perform are like me. Both are from the region, and not from the majors that people usually think are cool." This reflects the perception of academic inclusivity and social justice found in the concept map. These shows are perceived not only as competition content, but also as social representations of academic and cultural diversity.

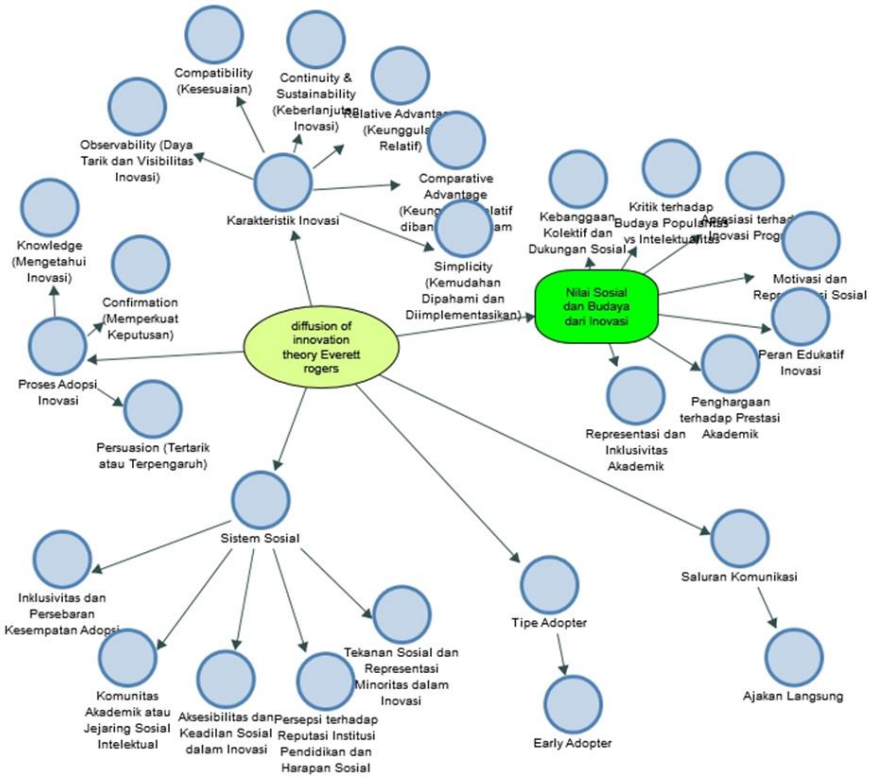

Figure 4. Concept Map Visualization

The visualization of the concept map reveals the interconnectedness between the classical elements in Rogers' theory, such as the characteristics of innovation, the adoption process, social systems, and communication channels with new nodes that represent social values, representation politics, and collective motivation. This contribution marks an expansion of the meaning that the adoption of innovation in the digital era cannot be separated from the broader social context.

Some comments emphasized the importance of sustainability and institutional support for these innovations. "The government should make an event like this too, not just the content of the dances," wrote one user. While another said, "This should be aired on national TV so that more people know." This shows that the public views this program not only as an educational product, but as a form of alternative cultural policy that can shape the learning orientation of the younger generation.

The results of the matrix coding query also show that nodes such as relative advantage, confirmation, and social representation dominate user perception. This shows that COC impressions are considered to be substantively superior, able to strengthen users' decisions to continue following, and become a broad social inspiration. Aspects such as early adopters and direct invitations also indicate the role of users as organically disseminators of innovation, creating a horizontal diffusion process typical of the social media era.

Finally, the four students interviewed showed emotional, intellectual, and social involvement with the COC. Student D said, "I feel that Ruangguru COC represents my ideals. Being able to make educational content is cool." He emphasized that this program has succeeded in integrating the intellectual values and expressions of the younger generation in an inclusive and adaptive format to the needs of the digital era.

Thus, the results of this study confirm that COC is not only a digital educational product, but also a form of socio-cultural movement that unites education, generational identity, and collective aspirations in the digital space. Through a combination of visualizations of word cloud, tree maps, project maps, and concept maps, as well as narrative comments and

interviews, it was found that the process of adopting Ruangguru's innovations not only took place through rational mechanisms, but also through deep emotional resonance and social meaning.

DISCUSSION

Ruangguru's educational product strategy, as implemented through the Clash of Champions (COC) program, can be conceptually explained using the framework of Diffusion of Innovation Theory, as proposed by Everett Rogers. This theory presents the five main attributes of innovation relative advantage, compatibility, complexity, trialability, and observability that determine the pace and success of adoption. In this context, COC is present as a digital education innovation that not only meets these attributes technically but also articulates social and cultural values that resonate with the learning needs of Generation Z (Gen Z). This is in line with the findings of Marin and White (Marin & White, 2023) and Kim and Ryoo (D. Kim & Ryoo, 2023), who affirm that Gen Z wants a learning approach that blends in with their digital identity and social reality.

First, the aspect of relative advantage is very visible in the positive perception of the advantages of COC compared to other educational programs. As described by Rogers, innovations that are considered superior to previous methods or systems will be more easily adopted (Chen, 2024). COC offers excellence through a competitive educational approach that blends entertainment, education, and social representation. This is reinforced by a study by (Wu & Mahmudah, 2021) which shows that the main attraction of digital learning platforms is their ability to combine interactivity, flexibility, and affective value in one ecosystem.

Second, compatibility or value conformity is a central aspect that bridges the relevance of COC to the characteristics of Gen Z (Chaw & Tang, 2023). Therefore, inclusive representation, dynamic visualisation, and participation of participants from various backgrounds make COC a learning medium that is "close" and "connected" emotionally and identitarily. Gen Z not only learns from content, but also shapes meaning through social representation of program participants (Vishnu et al., 2022).

Third, observability and simplicity are two factors that simultaneously support positive perceptions of COC. As revealed in a study by (Nicolaou & Kalliris, 2020), digital innovations that are easy to observe and use have a higher likelihood of being adopted. Attractive visual design, fast tempo, and story-based learning make COC easy to recognize and enjoy. Thus, the observability of this program is not only visual, but also social, as it is supported by the virality of the content and the digital community that actively disseminates their experiences (Yu, 2022).

Furthermore, the process of adopting innovation as described by Rogers through five stages—knowledge, persuasion, decision, implementation, and confirmation is seen to flow in the digital interaction pattern of Gen Z. Study by (Peter & Asmawi, 2023) shows that in the digital context, the stages of persuasion and confirmation are often driven by emotional participation, social identification, and community encouragement. Thus, Ruangguru not only spreads innovation in a linear manner, but also builds a social system of adoption through a digital space where users influence each other and form a shared perception.

Another interesting dimension is the emergence of actors who can be categorized as early adopters. As characterized by Rogers, early adopters are individuals who have high social influence and become a reference for others in adopting innovation (Mandl, 2019). In the digital context, these actors operate through social interactions on social media and YouTube. They recommend COCs, deliver testimonials, and encourage horizontal adoption through their communities. Studies by (Hinic & Kowalski, 2023) and (Li et al., 2025) emphasize the importance of feedback loops and user-based design in accelerating the digital innovation cycle.

Another important significance lies in the social feedback mechanism which functions as a tool for validation and adaptation of innovation in a sustainable manner. This concept is reinforced by (Richards et al., 2023) who assert that empowered feedback can create a more authentic, relevant, and sustainable learning experience. (S. Kim et al., 2024) and (Kwak et al., 2024) found that the satisfaction level of digital users is strongly influenced by perceptions of interactive responses and adaptive flexibility in the content they consume. Therefore, user engagement in the form of comments, reactions, and criticism is an integral part of the success of educational innovations like COC.

Nevertheless, the main strength of the COC lies not only in the technological features and user responses, but also in its capacity to create new social spaces oriented towards representation, inclusivity, and educational values. In the perspective of radical digital citizenship (Knox, 2019), innovations such as COC open up a reflective space where users are not only consumers, but also cultural actors who construct meaning, criticism, and expectations. This is confirmed by (Bañez, 2023) who states that user involvement in the design and development of educational technologies can create a greater sense of ownership and expand social legitimacy towards innovation.

The issue of representation and social justice is also the main highlight in the COC's strategy. As stated by (Adu-Brimpong et al., 2023) and (Borger, 2022), inclusivity in educational innovation is not only a matter of participant diversity, but also about access, visibility, and recognition of marginalized social identities. When COC participants come from a variety of backgrounds, including regions, non-elite majors, and minority groups, the program creates broader social representation, reinforces compatibility and accelerates the process of diffusion in more heterogeneous communities.

The educational branding used by Ruangguru through the COC is also in line with the literature that emphasizes the importance of representational strategies and values in building closeness with the audience. Studies by (Karimah et al., 2023), (Genol et al., 2022), and (Xia, 2024) emphasize that Gen Z is more interested in institutions that demonstrate a commitment to social justice, inclusive representation, and alignment with progressive values. Therefore, the COC not only serves as educational content, but also as a symbol of generational representation, a medium of expression of aspirations, and a means of creating a collective identity in the digital space.

The implications of these findings are far-reaching. Theoretically, this study strengthens and at the same time expands the theory of Rogers by adding a socio-cultural dimension that was not yet explicit in the initial model (Stephen, 2023). In the contemporary digital context, social values, collective emotions, and digital community dynamics are significant factors in determining the success of innovation adoption (Sturm & Tscholl, 2019; Sumardi et al., 2023). Adoption is no longer determined only by the technical attributes of the product, but also by the extent to which the product can represent social values and connect users in a single collective narrative.

Practically, digital education service providers like Ruangguru need to consider that a successful product is one that is able to bring together cognitive, emotional, and social functions. This includes visual design that is compatible with Gen Z's digital tastes (Wangid et al., 2021), adaptive ability to user feedback (Fu et al., 2019; Mohan et al., 2024), as well as social engagement through representative and participatory campaigns (Cirkony et al., 2022; Karimah et al., 2023). Learning in the digital age is not enough just to provide quality content, but it must also be managed through a human-centered approach that integrates values and representation.

The limitations of this approach include the risk of overrepresentation of certain communities in the digital space, algorithmic bias in content distribution, and limited digital access in some regions. As shown by Han and Kumwenda (Han & Kumwenda, 2024), equity

in digital education innovation also depends on an inclusive and locally-based distribution strategy. Therefore, it needs a strategic effort to reduce the access gap and ensure that innovations such as COC can be enjoyed by all groups fairly.

In closing, Ruangguru's educational strategy through the COC program shows that successful digital education innovations are those that are able to rely on a strong theoretical foundation, respond to the needs and social values of the audience, and be open to the dynamics of the user community. Rogers' theory remains a relevant framework, but only if it is used critically and contextually in an ever-changing socio-cultural landscape. In the content-filled digital age, the power of an innovation is not only measured by its sophistication, but also by the extent to which it is able to build a community, represent values, and create meaning that resonates for its generation.

CONCLUSIONS

This study concludes that the Clash of Champions (COC) educational product strategy by Ruangguru has been able to answer the learning needs of Generation Z through an approach that combines technology, social values, and digital community involvement. This program not only functions as a means of learning, but also as a space for expression, appreciation, and representation that reflects the diversity of identities and aspirations of the younger generation. The findings show that active user participation, both through comments and other digital interactions, plays an important role in shaping the collective meaning of the program. Users not only consume the content, but also build an emotional and social connection with it, making COC part of a narrative of pride, motivation, and shared ideals. In addition, representation from a wide range of backgrounds, including participants from education majors and non-metropolitan areas, reinforces a sense of inclusivity and social justice in the digital space. This research also shows that educational innovations will have more impact if they touch the affective side, social identity, and sense of belonging of their users. Using a netnography approach and in-depth interviews, this study provides a rich picture of how digital education products are understood, interpreted, and accepted by the younger generation. For further research, it is suggested that the exploration be extended to other social media platforms such as TikTok and Instagram to capture the dynamics of more diverse adoption. Follow-up studies can also focus on the influence of algorithms, visual styles, and representative message construction in shaping public perception and adoption of innovations in the field of education.

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