

## Unveiling the Potential of Quipper School: A Study on Student Engagement in English Subject

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### ABSTRACT

*This study investigates students' perceptions of Quipper School as an online learning platform and examines its strengths and limitations as an educational medium. Utilizing a descriptive qualitative methodology, informed by L.R. Gay's framework, data were collected through semi-structured interviews with 6 students from SMAN 8 Makassar. The findings indicate that Quipper School offers several advantages, including free access to instructional videos, a user-friendly interface, comprehensive content delivery, and features that facilitate self-assessment through tasks, quizzes, and summaries. Despite these benefits, challenges were identified, such as network connectivity issues, problems with image display, software glitches, unclear instructional explanations, and language barriers. Overall, Quipper School is perceived as an accessible, user-friendly, and cost-effective tool that enhances the online learning experience.*

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### 1. Introduction

The advancement of science and technology has a significant impact on how the globe and human lifestyle are developing. Living in 20th century means living alongside with technology and it comes into lot of various ways with aim of helping support human life. Information technology is one of the technologies used to process data, including gathering, compiling, saving, and manipulating data in a variety of ways to produce high-quality information that is timely, accurate, and relevant for use in business, government, and private needs. It is also a strategic information for decision-making (Wardina, 2002). This technology processes data through a network of computers, connects computers when necessary, and uses telecommunications technology to transfer data abroad.

Talk about technology in education means talk about Information and communication and Technology (ICT). ICT is all of technology related with taking, acquisition, processing, retention, deployment, and information presentation (Darmawan, 2013; Yaumi et al., 2023; Said et al., 2021). Communication technology is everything related with the use of tools for processing and transferring from one device to another (Sutopo, 2012; Al-Obaydi et al., 2022; Sukmawaty et al., 2022). Due to preparing all education system to maximalist students' capability, of course, it cannot be separated from the latest technology digital equipment. That is why solution of challenges in technology education era is always linked with readiness of the human source, facilities, and infrastructure as the user of ICT.

We have learned about e-learning and the usage of ICT in education. E- learning, or electronic learning, first appeared in 1970 (Waller & Wilson, 2001). E-learning is a method of education that makes use of technology, the internet, and information (Yaumi et al., 2024; Rahman, 2017; Weda et al., 2022). Teachers and students now have a fantastic opportunity to practice English and participating in educational activities outside of the traditional classroom because of the advancement of information and communication technology (Baresh et al., 2022; Weda et al., 2021; Youngsun et al., 2024). Many advantages of using online learning platforms, such as the Web, wikis, blogs, and other online learning platforms, have been suggested in the literature on the use of technology in EFL (English as a Foreign Language) classrooms. These benefits include the development of students' language skills. In this paper researcher will talk about Quipper School as an e-learning platform for e-learning activities. An online learning program called Quipper School was created by Quipper Ltd. in London. Millions of educators and students use Quipper all over the world, including in Indonesia. It seeks to give teachers the tools they need to support their students by fusing top-notch educational material with cutting-

edge online platforms. Although using Quipper School is projected to increase learning effectiveness and efficiency and can be enjoyable, there are drawbacks, including the fact that some students are still unsure of how to utilize it.

The use of Quipper School as the online learning methods in school also supported by availability of internet in school area. availability of internet in school area can make it easier to students to access information and learning materials they need to support learning process to be easy, fast, and cheap without the constrains of space and time. Students easily can gather information about education from the experts without being restricted by any limit such as space and time or institution (Elisa, 2016, p. 3).

Lingga and Masriati (2016) on her research found that Quipper School can increase students learning result because students are able to play while learning so there is no pressures. Another research is found by Hurriyati and Arysandy (2018) that Quipper School can boost students' interest and make them reach the maximal learning result. Students who learn with this media tend to be more passionate, since there is lot of features can make the learning process funnier. Different with students who do not using it, they seem not too interesting in learning and always want to cheating to their friend. This is saw when the researcher did the observation about students daily scores before using Quipper School where is the scores is around 65- 75, and after using Quipper School the scores is around 85-100.

Musmuliadi (2020) on his research found out According to data analysis of students' responses to the use of the Quipper School platform, the aspects of use 89%, display 87%, and presentation material 90% are all very good criteria. Students who use Quipper School as an option for online learning are more motivated and enthused since they have discovered a tool that can improve their learning outcomes. Students think that Quipper School is very easy to use as long there is a stable internet connection.

From the explanation above, Quipper School is a tool that could aid instructors and students in maximizing their teaching and learning activities. The application gave teachers access to excellent content that they didn't have to create themselves. The application may also aid students in learning at any time and anywhere. For this reason, the author looked into how Quipper Schools may be used to teach English. This study is important to find out student's perspection of using Quipper school in second grade of students in SMA Negeri 8 Makassar as a medium to do learning activities to see whether it can be an e-learning platform for teaching English and how effective it is.

## **2. Methodology**

The participants of this research are 6 students from third grade students of SMA Negeri 8 Makassar. They are devided by their academic rank. The criterias are 2 students from high academic rank, 2 students from low academic rank, and 2 students from low academic rank. Their initials written as:

- a.High academic rank: MII 1 (Rank 1) and NAA (Rank 3),
- b.Middle academic rank: MLH (Rank 12) and DE (Rank 15),
- c.Low academic rank: FEP (Rank 29) and LKJ (Rank 30)

The students were interviewed about their experiences of the students using Quipper School. The research design used in this study is qualitative narrative research. Procedures for qualitative research rely on classifying and arranging data into patterns in order to create a descriptive, narrative synthesis. (Gay et al., 2012). This research was aiming to find out how different people experience, in this case is different experience using Quipper school and advantages and disadvantage of the application. This research aimed to collect procedure descriptive data in the form of spoken or written words about people and their perception because the researcher is interested in learning more about how Quipper School is seen by its users in English learning activity.

## **3. Result and Discussions**

Conducting research that focuses on students' perceptions of Quipper School offers several notable advantages, which can significantly contribute to the broader understanding and improvement of online learning environments. The result of the study is in the form of data that has been obtained by the researcher, while the discussion contains a detailed explanation of this research. This section summarized the results found by the researcher, such as the group of students based on their rank in the class, the question that were asked earlier, find out the six students' perception of Quipper School and what are the advantages and disadvantage of Quipper School. The following is a description of the student's perception of Quipper School. 5 questions were asked to the students to know about their opinion and 1 question was asked to know about the advantages and disadvantages of Quipper School.

### 3.1 Students' Perceptions

#### a. Easiness To Access Quipper School

In response to the first and second questions regarding the ease of access and operation of Quipper School through the internet, all the students provided a similar perception. Regardless of their academic ranking, every participant expressed that they found it easy to access and operate the Quipper School application. Even the students from the low academic rank group reported no difficulties in using the platform. This ease of access is largely due to the straightforward nature of the application. Students simply need to download it from Google Play on their smartphones, and it is ready to use immediately. This process eliminates any complicated steps, making it highly accessible for students of various technical backgrounds. Therefore, it is clear that the academic rank or technical proficiency of the students did not significantly affect their ability to operate Quipper School.

The simplicity of the application and its user-friendly interface ensure that students, regardless of their academic rank, can easily navigate and utilize the platform. This ease of access further reinforces the idea that Quipper School is designed with simplicity in mind, making it suitable for a wide range of learners. Previous studies also support these findings, as observed in the research by Buntoro et al. (2018), which found that, out of 24 students, only two reported facing challenges in using Quipper School. This indicates that over 95% of students were able to use the platform without significant issues. The findings demonstrate that Quipper School is not only accessible to students across different academic levels but also provides a reliable and intuitive tool for enhancing their learning experience.

#### b. The Cost of Quipper School

Regarding the third question about the cost of using Quipper School, the participants reported that the expenses varied depending on their academic rank and the usage patterns. The majority of students, regardless of their academic rank, spent a significant amount of money on purchasing data quotas, as the platform heavily relies on internet connectivity. Participants, such as MLH (rank 12), noted that using Quipper School, especially to watch video-based materials, consumed a substantial amount of data, which ranged from Rp. 11,000 to Rp. 100,000. As Quipper School functions primarily online, students need to purchase data packages to ensure they have a reliable internet connection, which can become a considerable ongoing cost. This dependency on internet access means that students without sufficient data quotas may face challenges in fully engaging with the platform's resources, particularly when watching videos or downloading materials.

On the other hand, Quipper School itself is technically a free application, as highlighted by participant DE (rank 15), who mentioned that the school facilitated its use to support online learning. This means that while the application does not charge users for access, students still incur costs related to internet usage. This is in line with the findings from Supriani (2016) in the study "Menumbuhkan Kemandirian Siswa Belajar Matematika Berbantuan Quipper School," which emphasized that Quipper School is an open-source learning tool, meaning that students can access its content without any direct costs associated with the application itself. However, the associated data costs, which depend on the frequency and type of materials accessed, can be a financial burden for some students, particularly those from lower-income households. Therefore, while Quipper School provides free educational content, the hidden costs of data usage could impact equitable access for all students.

#### c. Challenges in Utilizing Quipper School

On the fourth question about difficulties in using Quipper School, the participants shared a range of challenges, which were both internal and external in nature. One internal issue reported by participants, such as MII (rank 1) and NAA (rank 3), involved technical glitches like persistent loading issues and login problems. These bugs hindered their ability to smoothly navigate through the platform, causing interruptions in their learning experience. For instance, some students experienced delays in accessing materials due to the application failing to load, which not only disrupted their study sessions but also caused frustration. While Quipper School is generally recognized for its user-friendly interface, these occasional bugs served as obstacles that diminished its overall functionality for students, especially when they were trying to access important learning resources in a timely manner.

In addition to internal issues, external difficulties such as poor internet connectivity also significantly impacted the usability of the platform. Participants like MLH (rank 12) and DE (rank 15) highlighted that unstable or slow network connections led to further complications, such as poor image resolution and difficulty accessing certain features of the application. A weak internet connection not only made it harder for students to watch educational videos but also affected the smooth running of interactive features on the platform. This finding is consistent with the results of a study by Agustina

and Cahyono (2017), which revealed that the primary obstacle reported by Indonesian teachers and students using Quipper School was indeed unreliable internet connectivity. Such issues underlined the dependence of Quipper School on stable and fast internet, making it challenging for students, particularly in areas with limited infrastructure or connectivity, to fully benefit from its online learning environment. These technical and network-related challenges underscore the need for improved infrastructure and troubleshooting mechanisms to enhance the user experience.

#### d. Educational Efficacy of Quipper School

On the fifth question, regarding the helpfulness of Quipper School, all participants agreed that the application was highly beneficial for their learning, particularly in situations where learning must be conducted remotely. As previously mentioned, Quipper School's accessibility and its ability to support long-distance learning made it an essential tool for many students, especially during times when in-person classes were not feasible. The platform's flexibility allowed students to continue their education from the comfort of their homes, offering a sense of consistency and structure despite the challenges of remote learning. This aligns with the findings from the study on the effectiveness of Quipper School teaching materials, where the combination of various multimedia elements such as animations, videos, images, and audio not only kept students engaged but also enriched their learning experience. These diverse learning materials catered to different learning styles and helped students to better understand complex concepts, further demonstrating the platform's value in the educational process.

Additionally, the students' perceptions revealed that regardless of their academic rank, all participants found Quipper School equally useful in supporting their academic progress. Whether they were high-performing students or those facing academic challenges, the platform's various features provided them with the tools to succeed. The ability to access lessons at any time and review materials as needed created an environment that promoted self-paced learning and reinforced content retention. As highlighted in the study by Mahariyanti and Suyanto (2018), students appreciated the integration of interactive elements in the teaching materials, which not only made learning more dynamic but also fostered a deeper interest in the subject matter. Consequently, it can be concluded that Quipper School's multifaceted approach to learning played a significant role in making students feel supported and motivated, regardless of their academic rank.

### 3.2 Advantages and Disadvantages of Quipper School

Based on question "What were the advantages and disadvantages of using Quipper School from your own experiences? Especially in English subject?", the researcher found that there are various answers given by the students, described as follow. Students' perceptions are divided into three categories base on their rank:

#### 1. High Rank Students:

MII (Rank 1): "Penjelasannya dari Quipper agak belibet dan tidak jelas sehingga saya kurang paham." (The explanation is quite complicated dan unclear so I did not understand.)

NAA (Rank 3): "Kelebihannya dapat mempermudah saya untuk memahami materi. Kekurangannya bagi saya yang tidak pandai atau tahu Bahasa Inggris, saya kesulitan saat mengerjakan soal. (The advantage was could ease me to understand the material. The disadvantage was for the one who don't know English, I found it hard to do the assignment.)

#### 2. Middle Rank Students

MLH (Rank 12): "Kelebihannya jawabannya bisa dikerjakan berulang kali. Kekurangannya penjelasannya kurang dimengerti." (The advantage was the answer is could be repeated. The disadvantage was the not understandable explanation.)

DE (Rank 15): "Kelebihannya melatih saya untuk mengerjakan soal. Kekurangannya ketidak stabilan kualitas kata dalam bentuk gambar." (The advantage was trained me to do the assignment. The disadvantage was the unstability of words in picture form.)

#### 3. Low Rank Students

FEP (Rank 29): "Kelebihannya banyak penjelasan yang singkat. Kekurangannya kadang ada arti yang tidak sama dari yang dijelaskan guru." (The advantage was lot of concise explanation. The disadvantage was sometimes there were meaning (of words) that different from what the teacher had taught.)

LJK (Rank 30): "Kelebihannya bisa mempermudah akses pembelajaran. Kekurangannya menurut saya tidak adaji." (The advantage was could ease the access of learning. For the disadvantage, I think there was nothing.)

On the students' answer above it can be seen that every of them gave various answer based on their experience and obviously they experienced different experience. Participant DE (rank 15) said that Quipper School is an application that can help students to train their self since there are lot of tasks and assignment that students can access anytime, participants MLH (rank 12) and FEP (rank 29) said that the repeatable answer and concise explanation ease the students to learn. This is relevant to the previous finding namely Students' Perception Towards the Implementation of Quipper school as an E-learning Platform in Teaching English found that although the teacher is not present to give direct instruction, students still receive a lesson, and they can increase their proficiency in learning English by studying materials wherever and whenever they are (Septinawati et al., 2020).

However, Quipper School in English subject still become a problem for students who are not good at English. Misunderstanding and mistranslation are two of the problem. Participant NAA (rank 3) felt it hard because of the language barrier whereas participant FEP (rank 29) got a problem about mistranslation that the meaning from material from Quipper School and from teacher explanation was different. This is relevant with the previous finding namely Teacher and Students' Perception towards the Implementation of Quipper School in English Subject. The findings indicated that one research participant felt it was difficult for her to comprehend the example utilizing full English without any specific Bahasa Indonesian portions. She was unable to translate it since she was unable to copy the text. (Rachma, 2021). Network and picture problem also the minuses of the feature of Quipper School. For the rank, students' experience of using Quipper School do not affected by the number of their rank.

#### **4. Conclusion**

Students' perceptions of Quipper School as an online learning medium highlight several important aspects that contribute to their overall learning experience. Many students appreciate the ease of access that Quipper School provides, enabling them to log in and complete assignments from virtually anywhere with an internet connection. This convenience is paired with cost efficiency, as the platform often requires minimal financial investment compared to traditional educational resources. Additionally, students find Quipper School to be user-friendly, with an intuitive interface that simplifies navigation and use. The effectiveness of the platform is another positive perception, as it supports students in achieving their academic goals through well-structured lessons and resources. However, it is worth noting that students do occasionally encounter problems with the application, which can hinder their learning experience.

The advantages of Quipper School are numerous and significant. One of the primary benefits is the promotion of independent learning. Students can pace themselves and take control of their educational journey, which fosters a sense of responsibility and self-discipline. The ease of access for assignments is another advantage, as it allows students to submit their work efficiently and on time. Quipper School also offers complete explanation videos that provide thorough and clear instruction, helping students to better understand complex concepts. Moreover, the ability to repeat tasks is highly beneficial, as it enables students to review and reinforce their knowledge until they have fully grasped the material.

Despite these advantages, there are also some notable disadvantages associated with Quipper School. One issue is the potential for misunderstanding due to the use of English, which may not be the first language for all students. This can lead to confusion and misinterpretation of instructions and content. The language barrier can be a significant obstacle for some students, impacting their ability to fully engage with the material. Additionally, occasional problems with the application itself can disrupt the learning process, causing frustration and delays. External problems with the network, such as poor internet connectivity, can further exacerbate these issues, making it difficult for students to access and complete their work efficiently.

In conclusion, while Quipper School offers several advantages that make it an effective online learning medium, it also has its share of challenges. The platform's ease of access, cost efficiency, user-friendliness, and effectiveness are highly valued by students. However, misunderstandings due to language barriers, application issues, and external network problems can pose significant drawbacks. It is important for educators and developers to address these challenges to enhance the overall learning experience for students using Quipper School.

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