

Quipper utilization and its effectiveness as a learning management system and academic performance among BSED English students in the new normal

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Abstract: The COVID-19 epidemic has made it more thought-provoking for students to learn in higher education institutions. Therefore, it seems that Quipper is an e-learning platform solution that encompasses a ready-to-use online learning management system (LMS) in addition to video lectures, study materials, and assessments. Quipper is a straightforward yet powerful LMS that millions of users utilize all over the world. It is an online resource that is frequently updated to give teachers, students, and parents the best possible experience. With the support of this descriptive correlational study, it was possible to establish a significant correlation between Quipper usage and efficacy among BSED-English students in the New Normal and academic success. The results showed that the two variables do, in fact, have a strong association, with a relationship value of 0.59 and a significance value of 0.00043. Since students can access courses and assessments whenever they want, have a gamified learning experience, and repeat lessons until they are proficient, it is strongly advised that teachers use Quipper LMS successfully. In order for students to understand an individualized learning area, teachers and the academic institution must also be sensitive to and responsive to their strengths and problems.

Keywords: Academic performance, Learning management system, LMS, New normal, Quipper

1. Introduction

The pandemic has already had a profound impact on schooling, exposing and intensifying the systemic inequities that exist in our educational system. The global development of the coronavirus illness (COVID-19) in the past few years has posed a serious threat to the health of all people. There are laws in many nations requiring residents to live apart physically. The development of information and communication technology (ICT) has assisted the expansion of COVID-19 and contributed to a societal change in the area of education. There have been noteworthy variations in the field of education that have had an impact on how we educate the generations that follow. These changes include: (1) globalizing the method of instruction; (2) reevaluating the role of the educator; and (3) expanding the use of technology to improve educational effectiveness (Breen & Karlson, 2014; Dias & Lopes, 2020; Scandurra & Calore, 2020).

Because of the government's restrictions on social exclusion and working from home, face-to-face instruction has been discontinued in Indonesian educational institutions ranging from elementary to secondary schools in order to stop the widespread dissemination of COVID-19, which has become an urgent issue for many people (Sastranegara, Suryo, & Setiawan, 2020). Thus, teachers utilize Quipper School to help

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them manage lesson materials, tests, and students' grades (Buntoro et al, 2018) as students will find it easier to complete history homework and online assignments using electronic devices.

Quipper School is another illustration of a teaching method based on electronic learning (E-Learning). Online instruction is created as a supplement (complement) to existing learning resources in the classroom, whereas substitution implies that it serves as a replacement for those resources in order for students to manage or incorporate learning that is entirely face-to-face, partially through conventional methods, and partially or entirely using the internet. Both professors and students can use the online learning environment known as Quipper School. The resources at Quipper School make it easier for teachers to assign tasks and deliver information to students. Students at the Quipper School can further their grasp of the subject matter and gauge their aptitude by using the questions provided by the professor in the Quipper School educational resources. Students can use this educational content as additional teaching tools and have access to it whenever and wherever they are as long as they have internet connectivity (Mahariyanti & Suyanto, 2019).

By utilizing the mobile internet, Quipper School is attempting to alter how people learn and share knowledge in the Philippines (Morrison, 2015). Francisco (2014) additionally suggested that educators use Quipper School to modify their pedagogical approaches. There are many different methods that students can learn, and Quipper School offers an enjoyable approach to learning online. With electronic grading, all paperwork is eliminated, and you can create a class and assignments in only a few minutes! As a result, both the teacher and the students will save time and effort. Additionally, using Quipper School is totally free. It is an interactive form of online learning (Viray, 2016).

Locally, despite the pandemic, Quipper was seen as a tool for students to bridge the gap in their academic achievement. It seeks to strengthen teachers to help their students by combining high-quality educational content with an advanced online platform. Incorporating media and technology into the classroom can increase students' engagement, focus on promoting a student-centered environment for learning, and create a positive environment, but it can also improve academic performance.

With this, this research aims to look into Quipper's use and effectiveness as a learning management system chosen by the institution, as well as academic performance among BSED English students in the New Normal during the pandemic. This would be considerably helpful to assist the study in equipping students with the appropriate exercises, supports, remedies, and programs to address the study's problem. Further, an LMS must be evaluated in order to ensure its successful implementation and beneficial influence on eLearning.

2. Literature review

The study is grounded in the theory of Computer-based instruction (CBI). The technological phenomena of computer-based instruction (CBI) were thought to change education and training. The Internet and computer technology are said to have drastically changed the educational scene today (Johnson, Aragon & Shaik, 2002). Rapid improvements in technology have promoted the use of the computer as a form of educational delivery, the demand for lifelong learning, and the growth of nontraditional students. It's tough to assess the effectiveness of CBI as a whole technology. CBI is not just one component but a wide variety of services and activities carried out for instructional and learning purposes, which contributes to the inability to quantify effectiveness (Gibbons & Fairweather, 2000).

According to Hartley (2001), e-learning is a type of education - learning that uses the internet, intranet, or computer line media to provide content to students. E-learning is an internet-based technology that requires media to display content and communication capabilities to transmit information between students and teachers. Similarly, the research is based on computer-assisted language learning (CALL), a teaching and learning approach in which information is delivered, strengthened, and evaluated utilizing computers and computer-based services like the World Wide Web. One area where ICT has an impact on educators is the employment of technological advances to enhance the capacity to teach. ICT can improve education and learning while overcoming some of the limitations of conventional learning tools (Chapelle, 2003).

"E-learning substitutes the use of internet technology to send solutions that can increase knowledge and competence," according to Rosenberg (2001). Teachers, for example, can employ equipment like laptops and LCDs to aid in the teaching process. The usage of ICT in education and knowledge improves learning efficiency and helps students overcome resource constraints. Computer Assisted Language Learning (CALL) is one of the many tools and strategies that can help students enhance their skills.

3. Methodology

The study utilized a quantitative, non-experimental design. In addition, a descriptive-correlational method is utilized to describe the level of Quipper Utilization and its Effectiveness as a Learning Management System among BSED English Students in the New Normal regarding ease of access, educational assistance, functionality, and student satisfaction. Also, this was used in describing the academic performance level in terms of grades. Moreover, this method also determines the significant relationship between the two variables of the study. Non-experimental research refers to studies that do not alter an independent variable, randomly assign people to circumstances, order conditions, or do both. A correlational study is a non-experimental approach to research that examines the link between two variables using statistical analysis. A correlational study approach does not address the impacts of unrelated variables on the variables under investigation (O'Dwyer & Bernauer, 2013).

Additionally, nonexperimental designs are research techniques that observe social issues without altering the surroundings of the subjects. Additionally, there is no probability that participants will randomly be divided into several groups. There is, therefore, little evidence to back up cause-and-effect relationships. The technique of looking at relationships between two or more constructs is known as correlational design. A positive correlation indicates there is a link between two variables with high values (Frey, 2018).

On the other hand, in a descriptive correlational study, the researcher's main goal is to explain correlations between variables rather than make an effort to establish a causal connection. Without allowing the researcher to alter or manipulate any of the variables, a correlational study design examines the associations between two (or more) variables. It is a non-experimental quantitative research study. You measure variables in a correlational design without altering any of them. Quantitative research is the process of gathering and interpreting numerical data. It is useful for identifying patterns and averages, developing hypotheses, determining causality, and extrapolating results to bigger populations (Bhandari, 2020).

Furthermore, utilizing a random sampling approach, the respondents of this study are BSED English students at the University of Mindanao Tagum College. There were 40 first-year, 40 second-year, 42 third-year, and 42 fourth-year students. As a result, 164 students were the respondents who responded to the survey. Moreover, a researcher-made questionnaire was used in this study. This was accomplished in an easy method using Google Forms, yet with a brief and specific message. The Dean of the College granted the researcher permission to undertake research at UM Tagum. After the request was approved, the researcher handed out the survey link to the respondents, who completed it and were assured that any data collected during the study would be kept anonymous and used solely for academic content.

Additionally, the following statistical tools were used to tally, tabulate, interpret, and evaluate the data collected by the research instruments:

Mean was used to describe the level of Quipper Utilization and its Effectiveness as a Learning Management System, and the level of academic performance among BSED English Students in the New Normal. Pearson r was used to measure the significant relationship between the two variables of the study.

4. Result and discussion

The Level of Quipper Utilization and its Effectiveness as a Learning Management System among BSED English Students in the New Normal

As presented in Table 1 the level of Quipper utilization and its effectiveness as a learning management system among BSED English students in the new normal. Based on the tabulation, among the four indicators of this variable, *educational assistance* ranks the highest with a mean score of **4.57** which can be described as very high. This can be interpreted as the Quipper platform is indeed a good tool when it comes to assisting the students in the learning endeavor. The BSED English students find the platform as a learning aid despite the pandemic.

Table 1: The Level of Quipper Utilization and its Effectiveness as a Learning Management System among BSED English Students in the New Normal

Indicators	Mean	Description
Ease of Access	4.04	High
Educational Assistance	4.57	Very High
Functionality	4.33	Very High
Student Satisfaction	4.19	High
Over-all	4.27	Very High

Legend:

4.30 – 5.00	Very High
3.50 – 4.20	High
2.70 – 3.40	Moderate
1.90 – 2.60	Low
1.00 – 1.80	Very Low

Furthermore, this is followed by the indicator *functionality* with a mean of **4.33** which can also be described as very high. This would also mean that when it comes to the functionality of the Quipper utilization and its effectiveness, the students see the platform as effective as it functions well based on the needs of the students. This also means that the students prefer the functionality of the platform as a learning management system to be used in the institution.

On the other hand, *student satisfaction* and *ease of access* followed next with a mean score of **4.19** and **4.04** respectively which can be described as high. This would mean that the students were satisfied with the LMS used by the institution. Also, the students find the LMS easy to access when it comes to its features as it helps them during classes, especially synchronous and asynchronous sessions.

Overall, the *Quipper utilization and its effectiveness as a learning management system* obtained a total calculated mean score of **4.27** with a very high description. This would clearly mean that the LMS used by the institution is truly effective as a platform and a learning tool for the learning process of the students despite the pandemic they have been experiencing nowadays.

The Level of Academic Performance among BSED English Students in the New Normal

Table 2 shows the level of academic performance among BSED English students in the new normal. According to the tabulation, the *academic grade* obtains a **4.31** mean with a very high description. This means that the BSED English students performed well with the LMS used by the institution. Further, the students are satisfied with the academic grades they have received in their respective subjects.

Table 2. The Level of Academic Performance among BSED English Students in the New Normal

Indicator	Mean	Description
Academic Grade	4.31	Very High

Legend:

4.30 – 5.00	Very High
3.50 – 4.20	High
2.70 – 3.40	Moderate
1.90 – 2.60	Low
1.00 – 1.80	Very Low

Significant Relationship between Quipper Utilization and its Effectiveness as a Learning Management System and Academic Performance among BSED English Students

Table 3 displays the significant relationship between Quipper utilization and its effectiveness as a learning management system and academic performance among BSED English students in the new normal. The findings revealed the two variables yield an *r-value* of **0.59** and a *p-value* of **0.00043** which was lower than the 0.05 level of significance. This led to the decision that the null hypothesis which stated that there was no significant relationship between the two variables was hereby rejected. This infers that there is indeed a significant relationship between Quipper utilization and its effectiveness as a learning management system and academic performance among BSED English students in the new normal.

Table 3: Significant Relationship between Quipper Utilization and its Effectiveness as a Learning Management System and Academic Performance among BSED English Students

Variables	Mean	r – value	p – value	Decision
				$\delta \alpha = 0.05$
Quipper Utilization	4.27			
Academic Performance	4.31			
		0.59	0.00043	Ho rejected

*p<0.05

In addition, the findings revealed that utilizing the Quipper platform and its effectiveness shows a great connection to the student’s academic performance and thus illustrates a highly significant factor and contribution to the learning process of the students. This also implies that the LMS used by the school is evidently effective and may still be used as a partner for the student’s learning.

Higher education is about much more than preparing the next generation of workers and disseminating scientific knowledge for the economic benefit of society. In addition to gaining new knowledge and skills, students must be taught to be responsible individuals and mature citizens. Future graduates will only be able to contribute to society's growth if they have the skills and knowledge to establish new firms, create new jobs, find new solutions to problems, work in multi-cultural contexts, and so on (Genelza, 2022).

Quipper is an interactive educational environment including a learning management system (LMS), pre-recorded video lectures, study materials, and assessments. Millions of users use Quipper, a straightforward but efficient learning management system, all over the world. It is a platform that is always being improved to give teachers, students, and parents the best possible experience. It is accessible online twenty-four hours a day, seven days a week. Various approaches can be taken with it, depending on the teaching style of the instructor. Regarding the findings of the descriptive and constructive examinations, instructors may also alter their instructional approach in the classroom. Teachers could upload their own resources, submit lectures and tests, and check student performance information. Students can use gamified learning, access courses, and assessments whenever they choose, and practice until they understand the subject. Finally, parents can monitor their kids' progress, see if they finish their homework, and manage numerous kids from one account (Quipper Philippines, 2018).

DeBrock, et al. (2020), cited by Garcia, Arpilleda, Mallillin, and Abadiano (2022), offered a few feasible suggestions for creating a compelling and appealing educational environment for students in order to make the most of this medium. Teachers may, for example, use students' assessing, modifying, and creative abilities. When planning projects, they must assess the capabilities of their understudies in the complex environment and structure their work around those skills and methods so that they can reflect on them and share knowledge with one another. Hold an online availability time and encourage students to come and ask questions in this environment, which is appropriate for the constructivist task of "the guide as an afterthought." Consider delivering instruction in smaller "pieces" in the classroom, such as brief lectures inserted between quiet activities and group work. There are specific experiences of understudies highlighted. Online students lead better lives and are in better places than their counterparts in traditional study halls. Encourage them to talk about those memorable experiences, and help them incorporate them into their homework. With this, pupils may be able to perform better academically in their chosen courses.

On the other hand, transitioning from a student to a professional is not always simple. When it comes to professional life, students face numerous challenges. They must adapt to new industrial environments by applying their theoretical concepts in the current workplace. By incorporating intellectual training and knowledge through academic programs, students can better apply their principles in the workplace (Genelza, 2022). Thus, we also need to prepare them for this aspect of life.

According to Mulyono (2016), several professors preferred Quipper as well because it gives them a practical way to deliver assignments and grade examinations while saving time and resources. Quipper's functions might not be duplicated by other learning management systems. Teachers will therefore need to

exert a little more effort to spread the relevant knowledge throughout all classrooms. This may suggest that Quipper can aid students in learning efficiently in their new setting.

Quipper School, according to Sukawatie (2018), reduces task management by completely eschewing technology. It helps teachers to more effectively assign and evaluate work while maybe encouraging students to think more deeply. At Quipper School, educators can concentrate on providing a superior education for future generations. Quipper School is a learning resource utilized in the context of electronic learning, or E-Learning. Enhancing students' freedom to choose whether or not to use technology during their educational process is the aim of e-purpose learning. The phrases "supplement" and "replacement" allude to how e-learning is meant to work in conjunction with conventional classroom learning tools, according to Mahariyanti and Suyanto (2018). The term "replacement" describes how e-learning is meant to function in tandem with in-person instruction, partially using conventional teaching techniques and partially through the Internet.

On top of that, Agustina and Cahyono (2017) stated that the Quipper School is beneficial for EFL learning, particularly in the development of English abilities, in their study on the Quipper School's contribution to students and teachers during the learning process. This LMS enables teachers and students to carry out high-quality teaching and learning activities by providing them with access to their student's progress. The findings exposed that the Quipper may still be used by the teachers and the institution as it gives us a better outcome based on the development of the students who utilized the platform. This also connotes that in order to achieve meaningful learning experiences, teachers must also be effective enough in utilizing the platform. Thus, academic performance can be easily tracked.

Genelza (2022) stated that teachers also have the benefit of learning with their students and can identify appropriate and enticing information to emphasize what they want and need to teach. Students can also be compelled to explore resources on their own, which reduces instructor effort and promotes independent learning. Finding ways to meet program requirements while also allowing for "whole person learning" would be a substantial task for teachers, but not insurmountable.

According to Herrera (2020) on the Quipper Philippines website, Quipper enables teachers to keep track of students' development and evaluate their exponential development, despite the fact that teachers is incapable of encountering them in person and can only connect electronically. It shows who has viewed the course resources that have been posted in real-time, as well as class standing. Individuals who have managed to complete an assignment, quiz, or test will be easily identified by Quipper. Likewise, the research study gives us clarity that the platform is effective during a pandemic. The BSED English students find the platform as one of the good resources even in difficult times that would help them achieve the learning outcomes they want to achieve. Koksai 2020 stated that this is an indication that learners are adapting to the new educational system adjustments. As a result, e-learning is becoming a powerful catalyst for individuals and businesses to embrace this dramatic shift in the economy.

5. Conclusion

Things in the classroom have become difficult as a result of the Covid-19 pandemic. Due to social distance and work-from-home restrictions, one of the online learning platforms required to ensure that the learning process at home runs smoothly is the Quipper School application. Using the Quipper School program is one way to guarantee that the home education process remains efficient and successful despite the COVID-19 outbreak (Sastranegara, Suryo, & Setiawan, 2020). Besides, the platform also gives students hands-on exposure to technology in their daily lives. This technology is still in use at many higher education institutions and has evolved into a tool for providing subject content. It also serves as a distance learning platform because it functions as a learning management system effectively.

However, it is also important to emphasize that today's online learning platforms are merely tools to assist us, not a replacement for the methods we use in the classroom, whether virtual or face-to-face. Learning takes place not only in the realms of online knowledge but also in the classroom if students pay attention to the professors' discussions. It's important to strike a balance between classroom discussion and digital platforms as a tool for learning and communication (Genelza, 2022).

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