

QUIPPER LEARNING MANAGEMENT SYSTEM: A SYSTEMATIC LITERATURE REVIEW ON ITS EFFECTIVENESS IN BLENDED LEARNING

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ABSTRACT

Quipper is a cutting-edge blended learning platform that offers interactive content, real-time progress tracking, and tailored learning solutions to improve the educational experience for both teachers and students. Quipper makes personalized lesson recommendations, practice tasks, and review materials based on quiz results, assignment submissions, and study habits, guaranteeing more efficient learning. This systematic literature review was established to determine the effectiveness of Quipper LMS in blended learning. The review highlighted the four main Quipper LMS integration themes: A Digital Space Blended Learning Platform, Interactive Educational Content, A Personalized Learning Experience, and A Feasible and Cost-Effective ICT-Based Educational Platform. This data-driven strategic tool creates a more effective and fulfilling learning environment by increasing student engagement and enhancing overall academic performance. Effective usage of Quipper fosters adaptability, engagement, and lifelong learning, improving the overall educational process. Hence, the institution and teachers must ensure that the Quipper platform appropriately integrates teaching strategies and real-world activities that enhance students' learning proficiency.

Keywords: Blended Learning, Learning Management System, Philippines, Quipper, Review

INTRODUCTION

Since the COVID-19 pandemic, most institutions have adopted online learning to bridge the gap between students and teachers. One such online platform is Quipper School, a form of electronic learning currently available through electronic media. It was founded to facilitate the learning process by providing free access. Quipper School is a platform designed to improve education by providing teachers access to digital technology and students (Barus, Rasita Gloria et al., 2021). E-learning offers increasing, user-friendly, and reasonably priced opportunities for lifelong learning in many areas, including English. Additionally, teachers can send and manage tests, learning materials, and student grades through Quipper School (Mariam et al., 2022). As a result, students who attend traditional schools this year can still benefit from Quipper LMS.

The COVID-19 pandemic has also challenged senior high school history studies in Indonesia. Online learning platforms like Quipper are essential to ensure the learning process at home goes smoothly because of social alienation and work-from-home policies. Using the Quipper School app is one strategy to ensure that history lessons at home are handled effectively and efficiently during the COVID-19 pandemic. The Quipper School app offers a novel approach to education in which the instructor may better manage homework and assignments and determine the student's areas of strength and weakness in understanding a particular subject (Sastranegara, Suryo, & Setiawan, 2020).

A study conducted by Barrot, Llenares, and Del Rosario (2021) in the Philippines found that college students had varying types and levels of online learning challenges. Their most difficult challenge was their home learning environment, whereas their technological proficiency was the easiest. Therefore, they should continue attending sessions despite their home environment, technical issues, and other challenges when taking online classes. During the COVID-19 pandemic, students must connect with their professors and speak with them.

Locally, according to Genelza (2023), the COVID-19 epidemic has made it more challenging for students to learn in higher education institutions. As a result, Quipper appears to be an E-learning platform solution that includes a pre-installed online Learning Management System (LMS) and video lectures, study materials, and tests. Quipper is a simple but powerful learning management system that millions use worldwide. It is a continuously updated online resource that provides the finest experience for instructors, students, and parents. The findings revealed that the two variables have a high association, with a relationship value of 0.59 and a significance level of 0.00043. Since students may access classes, teachers who offer to take assessments whenever they want have an enhanced learning experience and repeat lessons until they can use Quipper LMS successfully. For students to understand an individualized learning area, teachers and academic institutions must be sensitive and responsive to

their strengths and weaknesses.

Furthermore, the study is grounded in the theory of computer-based instruction (CBI), which serves as the foundation for the study. It was anticipated that computer-based instruction (CBI), a technical phenomenon, would revolutionize training and education. Computer technology and the Internet have significantly impacted education (Johnson, Aragon, & Shaik, 2002). Quick technological advances have increased the desire for lifelong learning, the use of computers for education, and the number of nontraditional students. It is challenging to measure the overall efficacy of CBI technology. Effectiveness assessment is made more difficult because CBI is not a single element but a collection of services and activities conducted for educational and learning objectives (Gibbons & Fairweather, 2000).

Also, Ozgo (2004) claims that people may comprehend knowledge they have created on their own more easily. Constructivist ideas hold that language, real-world contexts, and student contact and cooperation are all components of learning, which is a social achievement. The students are regarded as being at the center of the educational process. Prejudices, life experiences, age, and mental and physical maturity all impact learning. When motivated, the student uses his will, resolve, and action to collect selected data, transform it, create hypotheses, test them through interactions, applications, or experiences, and come to conclusions that can be verified.

While global, national, and local studies have already stated the effectiveness of having Quipper as a learning management system, there remains a substantial gap in understanding the effect of Quipper during blended learning. While a prior study has investigated the idea's effectiveness in blended learning, this study seeks to close this gap by providing a more comprehensive understanding of how Quipper LMS can be beneficial. Hence, this research aims to ascertain whether Quipper as a learning management system (LMS) still benefits students and other educators now that in-person classes are being used. By offering insightful study data, this study will examine various nations to see if Quipper is still useful to the researchers. In addition, we carried out this study to help the researchers understand the benefits and drawbacks of Quipper in face-to-face interactions. This will help teachers make well-informed judgments about integrating technology into their lesson plans. Hence, the researchers want to determine if the Quipper is still effective during face-to-face classes.

Generally, this study must be pursued so that the researchers can determine the effectiveness of the Quipper Learning Management System. Hartley (2001) defines e-learning as an educational approach that uses computer line media, the internet, or an intranet to distribute content to students. E-learning is an internet-based technology that requires communication channels to facilitate information sharing between teachers and students and media to show content. Furthermore, computer-assisted language

learning (CALL), a teaching and learning methodology that uses computers and computer-based resources like the World Wide Web to provide, enrich, and assess data, serves as the foundation for the research. ICT influences teachers' use of technological innovations to enhance their ability to educate. ICT can improve education and learning while overcoming some limitations of traditional learning aids (Chapelle, 2003).

Moreover, the study aligns with the United Nations' Sustainable Development Goal (SDG) 9 – Industry, Innovation, and Infrastructure, which aims to build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation. Infrastructure and industrialization are critical to economic development but must be done in environmentally sustainable and socially inclusive ways. Innovation drives progress, and investments in research and technology can help solve global challenges such as climate change, health crises, and energy access. This goal stresses the importance of lifelong learning and ensuring equal access to education for marginalized groups, including girls, children with disabilities, and rural populations.

METHOD

Research Design

In order to find, assess, and compile prior research pertinent to a given topic or inquiry, this study employed a systematic literature review (SLR) as a qualitative methodology study regarding the Quipper Learning Management System. A thorough search is conducted across several databases, scholarly journals, books, and other sources to locate all relevant research on the subject of interest. The criteria should be fully defined prior to the investigation, and the plan or technique of the systematic review should be established. Other researchers can use a variety of databases and grey literature sources to duplicate this thorough and transparent search. This entails organizing a comprehensive search strategy and clearly emphasizing answering an approach, focusing on answering a specific topic (Dewey & Drahota, 2016).

RESULTS AND DISCUSSION

Based on the results drawn from the selected papers, the following statements and credible information should be emphasized in this paper, as shown in Table 1.

This review highlights the four main Quipper LMS integration themes: *A Digital Space Blended Learning Platform*, *Interactive Educational Content*, *A Personalized Learning Experience*, and *A Feasible and Cost-Effective ICT-Based Educational Platform*. Increasing student engagement is one of Quipper's main benefits, particularly in light of the drawbacks of conventional materials in the digital

age. Quipper's algorithm promotes self-directed learning by tailoring content to each student's tastes. Its interactive elements make it easier for students to work together, creating a community of shared learning experiences through conversations and interactions.

A Digital Space Blended Learning Platform

The first theme generated during the data gathering is *A Digital Space Blended Learning Platform*. This means it is an online setting that enhances education by fusing traditional in-person instruction with digital tools and resources. A flexible, technologically advanced framework enables students to access course materials, participate in interactive activities, work with classmates, and get teacher feedback. These systems incorporate tools like video lectures, discussion boards, tests, and AI-driven personalization to accommodate various learning styles. They make education in various professions more interesting, effective, and accessible by combining in-person and online learning opportunities.

Furthermore, Norah Adera (2024) supported this theme as in the rapidly evolving educational landscape, implementing teaching and learning strategies centered on 21st-century capabilities calls for innovative solutions that cut across both traditional classroom settings and the online world. This examines the transformative potential of innovative learning environments and blended learning strategies to foster these competencies (Genelza, 2021).

In addition, Maria Cristina (2021) stated that not every household is equally equipped for the forced shift to distance study. Minors in two-income households continue to have minimal physical activity, and the digital divide continues to grow. Personalized learning, considering these elements, is the best option for a post-pandemic society. Given this situation, personalized learning, considering these factors, is the ideal compromise for a post-pandemic society. Hence, Quipper is indeed a good platform for blended learning.

Interactive Educational Content

The second theme produced during the data gathering is *Interactive Educational Content*. This means that Quipper LMS is an educational resource created with interaction in mind instead of passive consumption. This material promotes engagement by enabling students to actively apply ideas, assess their comprehension, and get prompt feedback. Activities that adjust to the learner's speed and development, such as games, interactive movies, simulations, quizzes, and problem-solving exercises, can be incorporated. Interactive educational materials can improve critical thinking abilities, engage students, and improve retention by encouraging experiential learning.

Besides, Herman and Mustea (2016) supported the idea that there is an increasing interest in creating interactive content for online classes. According to studies, the most significant type of contact in an online course is between the student and the course material, followed by interactions between students and teachers, and finally, between students. Content developers constantly struggle to find engaging ways to communicate course material.

In addition, Tuma (2021) stated that the amount and complexity of the knowledge and abilities that students must acquire frequently overwhelm them. Educational technology has been progressively included in medical education to address this challenge and enhance learning. Hence, studies and evaluation reviews are needed to provide a better definition of educational technology.

A Personalized Learning Experience

The third theme crafted during the data gathering is *A Personalized Learning Experience*. This Quipper educational strategy is customized to a person's requirements, interests, and learning style and is a personalized learning experience. It uses technology, data, and adaptive tactics to develop personalized learning paths to ensure students receive training and information best suited to their strengths and problems. Differentiated instruction, adaptable evaluations, and a range of tools, including multimedia, interactive exercises, or one-on-one mentoring, are examples of this strategy. Personalized learning improves motivation, engagement, and skill mastery by concentrating on student preferences and progress, increasing education's effectiveness and significance.

Furthermore, this was supported by Wijanayu, Hardianto, and Isnaeni (2018), who said that Quipper aimed to enhance understanding and independence through a blended learning approach based on Quipper School media as personalized learning. Hence, it is a valuable student tool for learning and to the school community (Genelza, 2022).

In addition, Shemshak, Kinship, and Spector (2025) stated that with the use of modern instructional technology, which offers distinctive learning experiences in various learning contexts, personalized learning is an approach to education that seeks to tailor the learning process to each individual's particular requirements, objectives, and abilities. Thus, Quipper proves to be a friendly learning platform for students who want a personalized learning experience.

A Feasible and Cost-Effective ICT-Based Educational Platform

The fourth theme generated during the data gathering is "*A Feasible and Cost-Effective ICT-based Educational Platform*." Quipper is an effective educational social media platform in today's world. This means it is a digital learning platform that uses information and communication technology (ICT)

to make education more affordable, accessible, and scalable. It incorporates resources, including interactive content, mobile learning apps, virtual classrooms, and online courses to improve teaching and learning. The platform's practical design considers elements like device compatibility, internet accessibility, and user-friendliness, guaranteeing that both educators and students can interact with it successfully. Open-source technologies, cloud-based solutions, and sustainable business models are used to reduce costs while optimizing educational impact to achieve cost-effectiveness.

Furthermore, Bamidis (2017) supported this, stating that only lately has the word "affective learning" been defined as learning connected to the learner's motivations, interests, and attitudes. However, emotional learning will inevitably be influenced by or at least improved by technology in our digital age. New neuroscience research has confirmed that effect is intricately linked to thinking and serves crucial roles that may support rational behavior, aid memory retrieval, aid decision-making, and foster creativity. This contrasts the past emphasis on cognitive learning and relative neglect of the affective dimension.

In addition, Lateef (2010) stated that simulation-based learning can be a way to develop health professionals' knowledge, skills, and attitudes whilst protecting patients from unnecessary risks. Simulation-based medical education can be a platform that provides a valuable tool for learning to mitigate ethical tensions and resolve practical dilemmas. Simulation-based training techniques, tools, and strategies can be applied in designing structured learning experiences and used as a measurement tool linked to targeted teamwork competencies and learning objectives. Thus, it may supplement conventional didactic training, improve performance, and lower error rates.

Table 1: List of Literature on Quipper Learning Management System

Authors	Title of the Study	Locale	Method	Results and Discussion	Recommendations	Themes
Mangarin, Pacatang, Peligor, Limpangog (2024)	The Quipper Way of Learning Mathematics: Through the Spectrum of Major Subjects	UM Panabo College, Philippines	Qualitative	This study investigates students' experiences, coping mechanisms, and insights using Quipper LMS in learning mathematics at a college institution. Five participants were interviewed in-depth, and thematic analysis was used to analyze the data. The results showed that math major students faced frustration due to unstable internet connections, technicalities, and lack of mathematical features on the platform. Teachers and Quipper personnel were used to address these issues. Despite these challenges, students found Quipper School user-friendly and able to continue learning in a distant environment during the pandemic. This study is limited to the experiences of BSEd Mathematics students at a Panabo City college and uses qualitative data for knowledge generation. However, this research is of great significance to the field of education, particularly in distance learning, and will serve as a basis for curriculum developers and Learning Management System designers.	According to the study, majoring in mathematics has certain disadvantages when utilizing Quipper LMS. They encounter technological issues and a lack of learning-useful elements when using the site. Courses in maths. Nevertheless, they believe Quipper School excels in other areas but cannot stand alone in the math department. The researchers advise the following: The Quipper staff will first handle the sensitivity aspects within the Quipper School LMS. Alongside The platform, developers will enhance their features based on the experiences of math students, especially for math learners. Second, the organization and instructors may continue to use Quipper LMS effectively and reevaluate the platform in mathematics classes. Third, despite Quipper School's faults, advanced math students may utilize their inventiveness to look for other learning platforms to help them become experts in their subject of study. Lastly, it will be used as a reference for researchers in the future when they carry out comparable investigations.	A Digital Space Blended Learning Platform
Maulana, and Mutianingsih (2021)	The Influence of Quipper School Lms on Learning Results of Arithmetic Sequences and Series in SMA Dr. Soetomo in the TIME of the Covid-19 Pandemic	Adi Buana University Surabaya, Indonesia	Quantitative	The study examines the impact of LMS Quipper School on online learning outcomes in two high school classes at DR. Soetomo Surabaya. The research involved calculating 26 valid questions and conducting hypothesis tests. The results showed that the LMS Quipper School significantly affected learning outcomes. The normality test showed a significant value of more than 0.05, indicating normal distribution. The homogeneity test revealed a Fcount of 1.397, and the Ftable was 4.03, indicating Fcount ≤ Ftable. The hypothesis test resulted in a 0.002 less than 0.05, rejecting the H0 hypothesis. The study concludes that LMS Quipper School significantly affects learning outcomes.	Educators should consider potentially integrating LMS Quipper School into their online learning strategies to enhance student learning outcomes. Further research could explore the specific features of Quipper School that contribute to this positive effect and investigate its applicability across diverse student populations and subject areas.	
Sastranegara, Suryo, Setiawan (2020)	A study of the use of Quipper School in history learning during the COVID-19 pandemic era.	Yogyakarta State University, Indonesia	Qualitative	The COVID-19 pandemic has challenged senior high school history learning, necessitating online learning platforms like Quipper School. This study aims to determine the effectiveness of Quipper School in history learning during the pandemic, using an analytical descriptive method through a literature review. The results show that Quipper School positively impacts senior high school students' history learning at home. The application offers an innovative way for teachers to manage assignments and homework more effectively, recognizing students' strengths and weaknesses in a given learning topic. This innovative approach allows teachers to manage assignments and homework better, ensuring efficient and effective learning during the pandemic.	Quipper School positively impacts senior high school history learning during the pandemic by facilitating efficient assignment management and tracking student progress. Recommendations include integrating it as a complementary tool with teacher training, and further research should explore its long-term effects and compare it with other methods. Schools should also address digital equity to ensure all students benefit.	
Zakia, Riyadi, Khasanah (2024)	The Advantages and Disadvantages of Quipper to Support Learning Interest of Reading Skills in Senior High School	UIN Saizu Purwokerto, Indonesia	Qualitative	Quipper School is deemed appropriate for digital learning, providing interactivity and accommodating the evolving elements of education in the digital age, thus fitting for both online and offline sessions. This study outlines how Quipper is considered efficient in teaching English and can enhance students' enthusiasm for developing reading skills. This is demonstrated by several pros and cons of using Quipper, including (1) Quipper encourages students to read more, (2) Quipper serves as a platform that enhances digital literacy, (3) enables teachers to generate accounts and codes for students, (4) fosters independent learning among students (5) offers all necessary materials for the classroom. Regarding the drawbacks, specifically (1) restricting students' social and cultural engagements, (2) failing to supply materials for every subject, (3) Quipper School is challenging for students and teachers with limited computer proficiency, and (4) Quipper School reduces the breadth of learning time. The study was structured as descriptive qualitative, concentrating on identifying and detailing phenomena associated with the research subject through grounded theory. At the same time, literature reviews were employed to collect data and enhance academic research. Hypotheses were developed utilizing paradigms. Data sources are categorized into primary and secondary sources, where primary data is gathered directly from the field, and secondary data is acquired from external entities. The data collection method involves a literature review that examines theoretical and cultural references pertinent to the social context. Content analysis seeks to reveal content, examine context, and generate replicable findings.	For practical application, focus on teacher training, addressing digital literacy gaps, and enhancing social interaction alongside Quipper use. Future research should include comparative and longitudinal studies, deeper qualitative exploration of student experiences, analysis of specific Quipper features, and the impact of cultural and contextual factors.	
Maharani, and Mulyadi (2023)	STUDENTS CHALLENGES IN LEARNING ENGLISH THROUGH INDUSTRIAL REVOLUTION ERA 5.0 USING QUIPPER APPLICATION	PGRI Palembang, Indonesia	Qualitative	This study explores the challenges faced by students learning English during the Industrial Revolution. It aims to 1) analyze how educators use the Quipper application for teaching English in the context of Industrial Revolution 5.0 and 2) identify the difficulties experienced by students and teachers. Employing qualitative descriptive methods, including observation, interviews, and documentation, the findings reveal that educators effectively use Quipper aligned with lesson plans. However, challenges arise from various internal and external factors, notably interest and motivation levels, alongside issues such as slow internet, hindering the educational process during this era.	Teachers enhance Quipper usage with engaging, personalized lessons and address internet issues with backup plans and infrastructure advocacy. Students should develop self-regulation and digital literacy, while schools must invest in reliable technology, provide support, and promote collaborative learning. Future research should explore long-term impacts and diverse online learning strategies.	



Prasetyo (2022)	Quipper School Application as A New Innovation Teaching and Learning Process in Class	Sumenep, Indonesia	Quantitative	In the 21st century, teachers must embrace creativity and innovation. Unlike traditional teaching methods, Quipper School offers a modern approach through its student and teacher portals. Students access assignments and assessments easily, while teachers can prepare lessons and monitor progress. The free application allows learning via various devices, enhancing education in our digitally connected world.	Project-Based Learning offers numerous benefits, including increased motivation, problem-solving skills, library research, collaboration, and resource management. It responds to students' needs, prepares them for the workplace, and improves academic performance. Effective implementation provides instruction in organizing projects, allocating resources, and completing tasks on schedule.	Interactive Educational Content
Chico (2024)	LMS Effectiveness in UM Panabo College: Quipper Efficiency	Panabo City, Philippines	Qualitative	The effectiveness of Learning Management Systems (LMS) in improving student performance and adaptability is demonstrated by the UM Panabo study. A high level of anticipation, or quizzier expectancy, suggests that students feel more at ease utilizing technology for remote or online learning. A very high level of anticipation, or performance expectancy, suggests that students' performance is improved when they feel comfortable using an LMS. An exceptionally high level of effort expectancy suggests that students' behavioral intention to use an LMS is directly impacted by its ease of use. Facilitating circumstances and social influence also affect the effectiveness of LMS. For the behavioral intention to adopt e-learning, factors including perceived usefulness, tension, contentment, and fatigue are crucial. Therefore, considering human, social, and cultural factors is necessary to improve e-learning experiences.	The efficiency of learning management systems should be prioritized, and online education is essential for schools to lower community transmission and problems. Beyond textbooks, technology provides access to specialized materials in various mediums. Many schools used video telephony tools like Zoom, Google Classroom, and Google Meet to conduct classes because of the COVID-19 pandemic. Annotation tools and other interactive elements are now included in online courses. It might be difficult to strike a balance between in-person and online learning. Some examples of interventions include mixed learning approaches, smartphone-friendly apps, synchronous and asynchronous class schedules, flexible scheduling, and the ability to download recorded lectures for offline viewing.	
Palaigeorgiou, Papadopoulos, and Kazanidis (2019)	Interactive video for learning: A review of interaction types, commercial platforms, and design guidelines	Kavala, Greece	Qualitative	Research on using interactive videos for learning has increased significantly in recent years. More studies investigate the affordances of educational interactive video in terms of both cognitive and functional interactivity. Moreover, it attempts to determine how well the different supported interactions teach.	Since videos are often dedicated to a diverse audience with different language competencies and abilities, most platforms offer the possibility to provide captions [17]. Interestingly, the caption mechanism can also provide different levels of textual descriptions, which the learners can select based on their understanding or learning needs.	
Ibragimova (2021)	Interactive education is a guarantee of education quality	Kooland, Uzbekistan	Qualitative	Teachers' preparation for the lesson, methodological support for new teachers based on the "teacher-student" system, the organization of contemporary lessons on the program of school education development, the radical reform of the educational system in the educational process based on the Law "On Education," ways to use interactive methods in all educational institutions, and the teacher's inventiveness and creative approach to the lesson.	Instead of imparting knowledge to the student in a ready-made way, the student develops the ability to acquire knowledge by searching, finding, and processing knowledge from textbooks, the Internet, and various other sources. Through the acquired knowledge, it is possible to think creatively. Students will be taught to work with textbooks, read, study, write notes, and acquire independent reading skills using additional literature.	
Kesim and Yildirim (2017)	A literature review and content analysis on interactive e-books	Barcelona, Spain	Qualitative	One contemporary concern in open and online education is the transition of e-books from printed to interactive. Originally described as digital versions of traditional books, e-books now offer feedback to students and enhance information using new technologies such as e-ink technology, tablet computers, and cellphones. Interactive e-books aim to help users understand the material while guiding and supporting them and tailoring it to their requirements. Devices with touchscreen interfaces have been at the forefront of this quick and efficient development. One ongoing problem in the sector is the shift from printed books to interactive e-books.	Contemporary e-books can incorporate text highlighting, sound effects, music soundtracks, animation, zooming in and out, built-in foreign languages, dictionaries, and hotspots where readers can click to interact with characters or object translations, among other things [16]. Interactive e-books facilitate the development of successful educational experiences and enhance students' independence. Additionally, they are effective educational resources that offer crucial chances for students to engage with dynamic material.	
Genelza (2023)	Quipper utilization and its effectiveness as a learning management system and academic performance among BSED English students in the new normal	Tagum, Philippines	Quantitative	The degree of Quipper usage and its efficacy as a learning management system in the new normal among BSED English students. According to the table, of the four with a mean score of 4.57, educational support is the variable with the greatest indicators. Characterized as extremely high. This suggests that the Quipper platform is a useful resource for learning and supporting pupils in their educational pursuits. The site serves as a learning tool for BSED English students, assisting the pandemic.	By applying their assessment, modification, and creative skills, teachers may establish an interesting learning environment for their students. They must design assignments that center on these abilities and strategies, enabling students to think critically and exchange ideas. Teachers can also set up online availability times and deliver education in smaller chunks, like quick lectures between quiet periods and group projects. Teachers can improve the academic performance of online students in their selected courses by combining their memorable experiences into homework assignments. The course material can be broken up into smaller, more manageable "bits" to help students improve in their selected courses.	A Personalized Learning Experience
Bali, Zamroni, Umar, Musthofa, Sulistiani, Dewi, Baharun, and Abdullah (2021)	The Effect of Quipper School Assisted Learning (QSBL) on Student Motivation and Interest in Learning	Probolinggo, Indonesia	Quantitative	Students' motivation and engagement influence the learning process in the learning process. The study found a significant difference in students' motivation for learning between the experimental and control classes before therapy. However, after therapy, the mean value of students' learning motivation increased significantly, with the experimental group showing a higher level of motivation. The ANOVA test results showed that student's interest in learning was significantly higher in the experimental group than in the control group. This suggests that the QSBL paradigm significantly impacts students' motivation to learn, as demonstrated by the significant difference in interest between the experimental and control groups.	The study reveals variations in motivation and interest in education among Class IX pupils at SMP Darul Lughah Walkaromah Kraksaan Probolinggo before and after using QSBL. The experimental and control classes showed significant increases in motivation and interest in using QSBL, improving learning. However, students' motivation to learn differed between those who applied for QSBL and those who did not. The QSBL model was superior to traditional learning, and there were disparities in academic interests among Class IX pupils. The study suggests that student's motivation to learn is inferior to their interest in learning under the QSBL paradigm, indicating a need for a more effective approach to education.	
Sidabutar, and Sidabutar (2024)	The Effectiveness of Quipper School-Based E-Learning on Student Accounting Learning Outcomes	Medan, Indonesia	Quantitative	Before using Quipper School media, the experimental and control classes in the study took a pretest. The control group received 51.00 with a standard deviation of 9.220, while the experimental group received 49.29 with a standard deviation of 11.385. The KKM (Knowledge Base) test was not passed by any student, suggesting no discernible difference in aptitude prior to various treatments. Following	The usefulness of Quipper School media in accounting instruction was investigated in a study carried out at SMA W.R. Suprataman 2 Medan, with a particular emphasis on closing journals. According to the data, students who used Quipper School media performed better than those who did not. With a Sig (2-tailed) value of	

				the pretest, Quipper School media was used by the experimental class but not by the control group. The experimental class scored an average of 83.29 on a post-test with a standard deviation of 9.996, while the control group scored an average of 75.86 with a standard deviation of 10.109.	0.003, the statistical study, which employed a t-test, revealed a significant difference. This suggests that students' comprehension of closing journals improved due to using Quipper School media. Thus, according to the study, using this media in accounting classes can improve the learning outcomes for students.	
Qomariyah, and Faizah (2018)	Effective Sentence Assignment as the Key to Improve Skill of Writing Exposition with Online Learning Media Quipper	Surakarta, Indonesia	Quantitative	Writing proficiency involves effective sentence control, word choice, spelling, and compatibility skills. Increased writing effort can lead to more quantitative and high-quality writing. Active student participation in interactive settings, where participation, questions, and critical thinking are crucial, can enhance problem-solving and produce high-quality texts. Active learning, a learning paradigm, empowers students to address problems and create quality documents by gaining knowledge to overcome challenges in writing, particularly exposition texts. Prerequisite data tests, such as normality, simple and multiple regression rigor, and simple and double linearity tests, are required to improve students' comprehension. These tests ensure that students feel comfortable expressing their thoughts verbally. Strong compatibility skills, active student participation, and active learning all impact writing ability, and integrating these components into instruction can enhance students' writing abilities and overall academic achievement.	The experimental class experienced a 28.13% increase in classical accomplishment compared to a 15.62% gain in the control class. With a 76.78% learning independence rate, students in the experimental class understood the idea better. This suggests that compared to students who used discussion and question-answer methods, those who used the Quipper School-based blended learning approach had greater comprehension and independence.	
Wijanayu, Hardyanto, and Isaeni (2018)	Blended Learning Method Based on Quipper School to Improve Concepts Understanding and Independence Learning	Semarang, Indonesia	Mixed	This quasi-experimental study aims to enhance students' understanding and independence through a blended learning approach based on Quipper School media. The study compares two courses, the experimental class using Quipper School-based methods and the control class using question-answer and discussion methods. The population consists of 193 pupils in class VIII SMPN 1 Sumowono. The study includes four phases: preliminary observation, research planning, execution, and data analysis. Multiple-choice examinations assess concept knowledge achievement, while observation gauges learning independence. Concept understanding tests and observation sheets are used, with validity and reliability testing for instrument data and blended learning efficacy.	The experimental class experienced a 28.13% increase in classical accomplishment compared to a 15.62% gain in the control class. With a 76.78% learning independence rate, students in the experimental class understood the idea better. This suggests that compared to students who used discussion and question-answer methods, those who used the Quipper School-based blended learning approach had greater comprehension and independence.	
Viray (2016)	QUIPPER SCHOOL AND ITS EFFECTIVENESS IN THE ACADEMIC PERFORMANCE OF GRADE 8 STUDENTS IN ENGLISH	Pampanga, Philippines	Descriptive and quasi-experimental design	Quipper School has been shown to significantly improve students' performance in English, according to a study at Masantol High School. The research compared students who used Quipper School with those who learned through traditional methods, and the results favored the digital approach. Beyond boosting academic performance, students found Quipper School easy to access, affordable, and time-efficient. Teachers and students also benefited from its interactive features, making lessons more engaging and saving valuable classroom time.	Based on the study's findings, it is recommended that Quipper School be integrated as an ICT-based approach to enhance student performance. Teachers are encouraged to use the platform to streamline tasks such as checking notes and preparing assessments, ultimately saving time. Additionally, schools should prioritize investing in internet access to support students utilizing digital learning tools for academic purposes.	A Feasible and Cost-Effective ICT-Based Educational Platform
Mulyono (2016)	Assessment of Using Quipper as an Online Platform for Teaching and Learning English as a Foreign Language	Jakarta, Indonesia	Qualitative	The study found that Quipper is an effective and affordable online learning platform for teaching English as a Foreign Language (EFL). It supports student learning by providing multimedia-enhanced lessons, including text, images, and videos, which improve language input exposure. However, the absence of speech recognition limits its ability to support speaking practice. Quipper also facilitates interaction between teachers and students through messaging and assignments, but its limited group work features make collaborative learning challenging. Additionally, the platform primarily supports writing-related linguistic production, focusing on vocabulary and grammar exercises while offering fewer opportunities for spoken language practice. Despite these limitations, Quipper is useful for promoting independent learning, monitoring student progress, and integrating technology into language education.	It is recommended that Quipper enhance its features to support better collaborative learning and verbal interaction, including integrating speech recognition technology. Improvements in group work and discussion functionalities would allow students to engage more effectively in interactive learning. Additionally, teachers should receive proper training to maximize Quipper's potential in lesson planning and student engagement, ensuring more effective use of the platform in language learning.	
Cruz, Gonzales, Tuayon, Sumampong and Teves (2023)	Assessment of Quipper as a Learning Management System of Saint Paul University Surigao	Surigao City, Philippines	Quantitative	The study found that faculty members widely utilize Quipper to manage assignments, track student progress, and organize class lists, making it an effective Learning Management System (LMS). Teachers expressed satisfaction with Quipper, noting that it simplifies workload and enhances classroom management. However, limitations such as the lack of offline access were identified. The effectiveness of Quipper was evident in its ability to support online education and facilitate student monitoring. Notably, the department where teachers belonged significantly influenced their perception of its effectiveness, suggesting that prior exposure and training played a role in how well Quipper was utilized.	To maximize Quipper's effectiveness, the study recommends that the administration provide more structured training for teachers, establish clear implementation goals, and encourage faculty to explore more features to improve student engagement.	
Diva, Efita, and Wahyuni (2022)	Students' Perceptions of Learning Platforms: The Advantages and Disadvantages of Quipper School	Pekanbaru, Indonesia	Qualitative	Technological developments have had a significant impact on the sectors of education. In 2020, Abdulrahman et al. They point to the widespread use of multimedia technology in education. It facilitates an excellent teaching and learning experience for the instructor and the pupils. Because technology may provide an ideal and effective setting for pupils to learn about concepts more easily than previously, it can also support the instructor's teaching and learning process. It is simpler to give kids an alternate method of learning through the use of educational media.	Quipper School, a social and cultural platform, faces challenges such as slow internet connection, upfront fees, the difficulty of limited computer skills, and impairment of productivity and self-directed learning for students with limited computer skills. With these problems on online learning platforms, we can fix them with a few updates, removing any extra bugs that slow the app.	
Sastranegara, Suryo, and Setiawan (2020)	A study of the use of Quipper School in history learning during the COVID-19 pandemic era	Philippines	Quantitative	The COVID-19 pandemic has also challenged senior high school history studies in Indonesia. Online learning platforms like Quipper are essential to ensure the learning process at home goes smoothly because of social alienation and work-from-home policies. Using the Quipper School app is one strategy to ensure that history lessons at home are handled effectively and efficiently during the COVID-19 pandemic.	The Quipper School app offers a novel approach to education in which the instructor may better manage homework and assignments and determine the student's areas of strength and weakness in understanding a particular subject.	

Despite its benefits to students and teachers, Quipper and other online learning platforms have drawbacks, including internet dependency. Since it is an online platform, students need a stable internet connection, which can be challenging in areas with poor connectivity. The next drawback is technical issues. Some users report glitches, slow loading times, or difficulties accessing certain features, which can disrupt Online learning. Hence, one of the solutions to help solve the online dependency problems is enabling offline access. Enabling offline access can significantly improve an online learning platform by making education more accessible, flexible, and efficient for students.

Fixing technical issues in an online learning platform requires a proactive approach, combining troubleshooting, preventive measures, and continuous improvements. By addressing technical problems in Quipper, students and teachers can save time, reduce frustration, and improve learning outcomes.

With this, the institution and the teachers need to ensure that the platform adequately works with minimal issues and potentially helps with the activities that improve students' proficiency in learning. Enhancing student control over what is taught in class and producing positive academic outcomes are the results of teaching the curriculum subject and being proficient in the language used in the learning process.

Teaching the curriculum subject and being proficient in class and other subjects will improve student control over what is taught in class and achieve positive academic outcomes. To this end, the institution and teachers must ensure the platform appropriately integrates teaching strategies and real-world activities that enhance students' learning proficiency.

CONCLUSION

Quipper is an online learning platform that offers assessment tools, learning management systems, and instructional materials to teachers, students, and educational institutions. It is extensively utilized for online education, especially in nations like Japan, Indonesia, and the Philippines. With interactive lessons, digital materials, and progress tracking, Quipper is an efficient and user-friendly e-learning platform that improves teaching and learning. It is appropriate for various educational contexts because it facilitates teacher-led instruction and self-paced learning. However, student participation, internet connectivity, and the caliber of the offered content all affect how beneficial it is. Quipper can be a useful tool for educators and schools to enhance traditional learning, but to fully reap its benefits, it might need to be modified and trained.

By offering a dynamic and captivating learning environment that connects students and teachers, Quipper plays a vital part in contemporary education. Quipper encourages active student participation and enables teachers to effectively manage and measure their students' learning with features including

assignments, quizzes, progress tracking, and multimedia sessions. Lessons become more dynamic and customized due to their interactive aspect, improving teacher and student communication. Quipper is useful in traditional and remote learning situations since it integrates technology into education to promote teacher-led instruction and autonomous learning. However, its influence depends on accessibility, internet connectivity, and how successfully teachers and students adapt to digital learning. Effective usage of Quipper fosters adaptability, engagement, and lifelong learning, improving the overall educational process.

Hence, instructors and students may find Quipper a useful academic resource. It is a robust online learning platform. Digital courses, tests, progress tracking, and teacher-student contact are just a few of its interactive elements that improve learning and make education more approachable and interesting. Quipper offers teacher-guided and self-directed learning by incorporating technology into the classroom, meeting various educational needs. However, its effectiveness affects internet availability, digital literacy, and information quality. Quipper can greatly enhance learning outcomes when used appropriately, which makes it a useful tool for contemporary education and a potent addition to conventional teaching techniques.

RECOMMENDATIONS

Quipper is an essential digital learning platform made during the COVID-19 pandemic. Quipper offers a range of digital learning materials, such as videos, quizzes, and assignments, covering various subjects. Quipper also provides tools for teachers to create and assign tasks, track student progress, and manage grades. The platform's comprehensive curriculum coverage allows seamless integration into existing educational frameworks. Furthermore, including progress-tracking features enables teachers and students to identify areas of strength and weakness, facilitating targeted intervention and personalized learning experiences.

However, as with any digital platform, Quipper has significant drawbacks. Relying on a stable internet connection can pose a significant challenge in areas with limited connectivity. While the platform performs well, occasional technical glitches, such as overlapping text or display errors, can disrupt the learning experience and cause frustration. Although these issues may not be connected to other learning materials, they can significantly impact readability and comprehension, particularly for younger learners or those with learning disabilities. While Quipper provides a wealth of resources, the quality and consistency of content may vary.

Finally, Quipper is a cutting-edge blended learning platform that offers interactive content, real-time progress tracking, and tailored learning solutions to improve the educational experience for both

teachers and students. Quipper makes personalized lesson recommendations, practice tasks, and review materials based on quiz results, assignment submissions, and study habits, guaranteeing more efficient learning. These suggestions facilitate class planning for educators, which makes it simpler to spot troublesome pupils and offer focused interventions. This data-driven strategy creates a more effective and fulfilling learning environment by increasing student engagement and enhancing overall academic performance.

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