Exploring the Implementation of Quipper School Platform in English Teaching

Andi Ratu Nurhazana[1], Nurdin Noni[2], Sukardi Weda[3]

[1,2,3] Universitas Negeri Makassar

E-mail: [1]andiratu721@gmail.com, [2]nurdinnoni@unm.ac.id*, [3]sukardi.weda@unm.ac.id

*Corresponding author

Abstract

The objectives of this research were to find out the implementation of Quipper School platform in English teaching as used by the teacher, to find out the students' perception toward the implementation of Quipper School platform, and find out inhibiting and supporting factors in implementing Quipper School in English teaching. The researcher used mixed method. This research was conducted at SMA Negeri 2 Makassar. The subject of the research consisted of one English teacher and 25 students from class XII IPA 3. The data were obtained through observation checklist, interview, and questionnaire. The result of this research revealed that the teacher implemented five stages in the implementation of Quipper School as platform in English Teaching. Then, the students' perception of the implementation of the Quipper School platform in teaching English used two instruments i.e., interview and questionnaire. Based on the students' interview, most gave positive perception toward the platform used by the teacher in teaching and learning. The students' perception regarding Quipper School was very good to use. The students feel very interested in learning English. Quipper School can increase the students' learning motivation. Then, Quipper School platform makes it easier for students to understand learning and adds insight. Meanwhile, the questionnaire shows that the students' perception of interest and motivation were neutral, and the students' perceptions of the facilitating condition was neutral. The last, the inhibiting factors in implementing Quipper School platform are network problem, and internet quota. The supporting factors in implementing Quipper School platform as used by the teacher in class are the material and system quality.

Keywords: *Implementation, Perception, Quipper School Platform, English Teaching*

INTRODUCTION

The use of media in the education and learning process is critical for attracting students' attention and making their education and learning activities more appealing and successful (Septinawati et al., 2020). One of the technologies utilized in the learning process is e-learning, which can be accessed using the website. E-learning can be used in a variety of lessons, including English. As we know that in English teaching, the teacher uses a variety of methods to ensure that the learning process is not monotonous. Therefore, the students are not bored in the classroom. By using e-learning, teacher can provide the best materials and tasks for their students, and increasing their interest. The utilization of e-learning creates a new environment in English teaching. In response to the situation, English teachers should make use of it to enhance the quality of their teaching. Online learning platform (e-learning) that primarily utilizes internet services are expected to be an effective solution for effective learning processes. One of the online learning platforms is Quipper School, which focuses on assisting teachers and students in dealing with internet use in the teaching and learning process. Quipper

School is used by teachers to handle student materials, tests, and grades (Buntoro & Dwiyono, 2018). Based on the preliminary research which already conducted by the researcher the school has implemented Quipper School as an e-learning platform for English learning. There are several underlying reasons for teacher in using Quipper School in teaching and learning process. First, it helps the teacher to design the learning material easily and students can access this platform anywhere to do their assignment. Second, it motivates the teacher to be active in giving the tasks to their students, checking the tasks, and assessing students' works. Based on the previous study conducted by Sasmita (2020), the majority of students were interested in Quipper School as a medium of learning in the classroom. Some of the most appealing features of Quipper School encompassed self-evaluation, accessibility, and updated material. These made them comfortable with learning English, which motivated them to study. However, this study has a limitation and still a little information regarding the implementation of Quipper School platform used by teacher. Therefore, referring to the issue mentioned above, this study aimed to explore the implementation of Quipper School platform in English teaching, by taking a closer look at how it works and the features in Quipper School.

LITERATURE REVIEW

English Language Teaching in Secondary School

English is taught and used as a foreign language in Indonesia. The fact that English is one of the most important international languages for communication has been recognized by the Indonesian government since its independence, therefore the government has recommended that English be a compulsory subject in secondary schools. Teaching objectives that are in the context of the current secondary school curriculum and in accordance with the content standards outlined in Government Regulation No.59, expressed specifically in the form of indicators used as material for consideration in selecting and developing other curriculum components. The scope of English subjects that must be covered includes: language act competence, linguistic competence, sociocultural competence, strategy competency (abilities and skills), and discourse competence, which refers to the ability to apply language elements.

Implementation

Implementation is the process of carrying out, execution, or practice of a plan, method, or design, idea, model, specification, standard, or guideline for doing something. The implementation of e-learning needs a structured timed activity program. This is required for successful online learning. According to Salmon (2002), the five-step model is an example of how participants can comfortably learn online. This model represents a structured learning framework that provides essential support and development to participants at all stages of building online learning.

E-Learning

According to Naidu (2006) stated that e-learning is the deliberate use of network information and communication skills in education and learning. In addition, e-learning can be defined as an application for electronic systems such as the internet computers, multimedia to reduce goals the amount of cost (Neda, 2011). Furthermore, according to Fee (2009) e-learning is an approach for learning and developing a set of learning methods that use digital technology to distribute learning and enhance the learning process. From these definitions, e-learning deals with the use of electronic media in the transmission or support of teaching and learning process.

Quipper School Platform

Quipper School is a learning management system developed by Quipper Company that provides a platform for assigning online assignments, accessing materials, and answering some inquiries about the 2013 curriculum. On the other hand, students are using this application to study, take quizzes, and answer worksheets related to their lessons. Preparing for learning helps teachers assign online tasks to their students through Quipper School, which they can access from their mobile devices (smartphone and laptop), and they can also check their students' progress online.

Perception

Perception is the process by which people organize and interpret sensory inputs to understand their surrounding sensations (Robbins & Judge, 2013) as cited by Sasmita (2020). In addition, perception as an organized behavior expected of it is the output process where the judgments or beliefs are produced by an individual that influence the way they think and feel. On the other hand, in this research students' perception is reflected in thoughts based on their own thoughts.

METHOD

A. Research Design

In order to achieve the problem statements, the research design which is accordance with this research is mixed method. Creswell (2012) stated mixed method utilizes the strength of both qualitative and quantitative research.

B. Subject of the Research

This research was conducted on students at SMA Negeri 2 Makassar. The researcher chose a teacher who taught Quipper School and 25 students from class XII IPA 3. The researcher used three instruments in this research, i.e., observation checklist, interview, and questionnaire. The researcher used the observation checklist for teacher in implementing Quipper School in class. For the questionnaire, 25 students filled in the questionnaire form. Meanwhile, for the interview the researcher selected 5 students as research subjects. In determining the students, the researcher applies purposive sampling technique. In relation to this research, the researcher selected students based on the highest and lowest English subject scores, as recommended by the teacher.

C. Data Collection Techniques

In this research, the researcher collected data through observation checklist, interview, and questionnaire. The researcher collected the data by doing observation in implementation of Quipper School used by teacher in English teaching. During learning process in classroom, the researcher used observation checklist and field note the data. The researcher interviewed the students to obtain information about students' perception toward the implementation of Quipper School platform. The researcher gave the students questionnaire to find out more information. Then, the researcher gave each of the students a questionnaire via link that is connected to Google form.

D. Data Analysis Techniques

The data were obtained through observation checklist, interview, and questionnaire. The researcher analyzed the data collected by observation and matched it with the theories provided in the review of related literature, based on Salmon's theory about the implementation of the

five-stage model. Then, interview the researcher gave a question to the subjects based on the interview. After the researcher conducted the interview, the researcher transcribed the data and analyzed it. According to Mills & Gay (2016), there were some steps to analyze: memoing/reading, describing, and classifying. Meanwhile questionnaire, the researcher analyzed the data collect by a questionnaire via link which is connected to Google form. The researcher used Likert scale in measuring the answers to the questionnaire form.

Table 1. The Gradation of Likert Scale

Components	Score	
	Positive	Negative
Strongly agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly disagree	1	5

(Source: Gay, 2012)

Table 2. The students' range score

Categories	Score
Strongly positive	4.3-5.0
Positive	3.5-4.2
Neutral	2.7-3.4
Negative	1.9-2.6
Strongly negative	1.0-1.8

Find the mean score of each questionnaire with the form below

$$\overline{X} = \frac{\Sigma X}{N}$$

Where:

$\overline{X}$ = Mean score
ΣX = Total score of the questionnaire
N = Number of items

FINDINGS AND DISCUSSION

1. The Implementation of Quipper School platform in English Teaching

There are 5 stages in the implementation of e-learning based on Salmon's theory, as follows:

a. Access and Motivation

Based on the findings, the teacher gave the students instructions before using Quipper School for English learning. The teacher not only gives the students direct instructions, but also shows how to access the Quipper School platform. The researcher found that the teacher always provides the students an access code before asking them to do the assignment. The completed accessing aspect was extremely beneficial to the students and gave them a positive feeling and readiness to use e-learning platform. According to Salmon (2002), in accessing the tools, the teacher should help the students obtain individual access. In using the communication tools,

the teacher should give an interesting introduction to using an e-learning platform. Afrizah (2018) stated that in accessing the tools, the teacher should help the students obtain individual access. The teacher should give an interesting introduction to using an e-learning platform.

Based on the observation result, the teacher always gives motivation to the students in the classroom. It happened when the students got some problem to access Quipper School platform. In the classroom, the teacher did this aspect when there was the student got internet trouble by asking them to join with their friend. In addition, the teacher often motivates the students by giving advice to the students who open other sites during the learning process. That is similar with Keller (2008) stated that, the student's motivation is considered a crucial factor for success in an online learning environment.

b. Online socialization

According to Salmon (2002), online socialization is an activity familiarizing between cultural, social, and learning environments. In this phase, students should be expanding their network and communicating with other students and teachers. Based on the observation result, the teacher shared the material through Quipper School platform which would be learned in the classroom. According to Irwin (2006), stated that the value of interaction in online learning lies in its contribution to the teachers and students' ability as participants.

c. Information exchange

Based on the observations result, the teacher discusses with the students regarding the material that is not yet understood. The way the teacher done as information exchange in English learning use e-learning platform similar with Salmon's theory that Information exchange is the activity is provided by the teacher to train the students to interact each other in the learning process. The teacher and the students interact with each other in the process of teaching and learning at this stage. the teacher gives the students' knowledge about the learning materials to help the students know the materials before doing assignment. Afrizah (2018) in terms of information exchange, the teacher should create assignments that engage students in the e-learning process because students require assignments that allow them to explore and learn.

d. Knowledge construction

Based on the findings, the teacher implemented this stage in the classroom. The teacher always explains the material and give example before asking the students to do the assignment on the Quipper School platform. The teacher asks students to answer the quiz on the Quipper School Platform. The objective is to find out the students' understanding of the material previously explained. The way the teacher did knowledge construction is similar to Lock's theory stated that knowledge construction is interaction for sharing, constructing and negotiating meaning in learning process. In addition, the teacher develops activities that help students use critical thinking skills and become independent learners. It can be seen from the assignment given by the teacher. Salmon (2002) stated that that knowledge construction is the activities which make the students construct their critical thinking skill.

e. Development

At this stage, the teacher chooses activities that encourage students to control and evaluate their thoughts so that students are able to achieve their learning goals. The teacher used this strategy to evaluate their learning by reviewing the material orally at the end of the lesson. Based on the observations result, the teacher asked the students to review the material that they had learned in the classroom. Then, the teacher asked the students to do their homework and collect in Quipper School platform. According to Salmon (2002) in development, new cognitive skills are developed that allow students to learn how to control and evaluate their thoughts.

2. Students' Perception toward the Implementation of Quipper School Platform in English Teaching

a. Interview

1) The students' Perception about Quipper School Platform

The students said Quipper School platform is very good to use, because the teacher has integrated technology into the learning process. Quipper School platform enhances teachers' creativity, and enhances learning experience using new learning system. This is relevant with (Septinawati et al., 2020) stated that Quipper School makes teacher more creative to utilize information technology in accordance with the development of today era.

2) The students' perception of interest in learning English using Quipper School platform

Based on the findings, the students feel very interested in learning English conducted using Quipper School platform, because they do not have to take notes anymore because the materials were already in Quipper School platform. Rachma (2021) stated that the material provided by Quipper School was really helpful. The students did not need to take any notes because the material was already summarized by the application and could be seen anytime and anywhere.

3) The students' motivation in learning English by using Quipper School

Based on the findings, Quipper School as a learning platform can increase student learning motivation by allowing students to repeat the materials and questions presented in the curriculum not only at school but also at home. Septinawati et al., (2020) stated that Quipper School enhance students' learning achievement through the material and varieties exercises, the students can review the material or assignment from the teacher wherever and whenever.

4) The students' perception of the material used by the teacher on the Quipper School platform

Based on the findings, the students' accepted the material when the teacher used Quipper school platform in the learning process. Before the learning process is carried out using Quipper School, the teacher has explained the material to be taught so students can deepen their understanding of the material. Rachma (2021) stated that, the students assumed that the platform Quipper school helped them have a deeper understanding because it had helpful materials such as summary and task.

5) The students' perception of advantages and disadvantages using Quipper School platform

Quipper School makes it easier for students to complete assignments that can be accessed wherever and whenever. Septinawati et al., (2020) stated that the students can review the material or assignment from the teacher wherever and whenever. Rosenberg (2001) as cited by Permatasari (2018) acknowledges this as 24/7 learning as technology now has made learning accessible almost anywhere and anytime and available 24 hours a day. The disadvantages using Quipper School platform are the network connection sometimes unstable and requires quota. Rachma (2021) stated that one of the drawbacks was the bad connection of the Wi-Fi. The Wi-Fi connection suddenly turned on and off on its own.

b. Questionnaire

1) The students' perception of interest and motivation

Based on the findings, shows that the students' perception of interest and motivation on the implementation Quipper School in English subject was neutral. The result of this research was

suitable with some research that had been found in the literature review section. The first, Rachma (2021) did research about teacher and students' perception of Quipper School in English subject. She found that the students felt motivated and interested in using Quipper School for learning English. Then, the second by Septinawati et al., (2020) stated that the quipper school make the learning process more enjoy, interest and comfortable, and also the students can indicate technology inside or outside classroom.

2) The students' perception of facilitating condition
Nurdiana (2016) participant also mentioned that facilitating Quipper School made the learning activity became easier by providing summarize of the material they should learn. Rachma (2021) the students also mentioned the material provided by Quipper School was really helpful. The material could be easily understood by the students and had already covering anything they should learn. In line with previous statements, the result of this research shows that the students' perception of the facilitating condition was neutral.

3. The Inhibiting and Supporting Factors in Implementing Quipper School Platform in English Teaching

a. The inhibiting factors in implementing Quipper School platform
    Based on the findings, inhibiting factors in implementing Quipper School platform are network problems, and internet quotas. Manggiasih (2016) stated that the disadvantage of using Quipper School was the limitation of the internet connection faced by the students during the implementation. Rachma (2021) stated that Quipper School could not be accessed offline. It forces them to always connect to the internet access and require a quota in order to access this platform.

b. The supporting factors in implementing Quipper School platform
    Based on the findings, shows that the supporting factors in implementing Quipper School platform as used by the teacher in class are the material and system quality. Rachma (2021) stated that the material was comprehensive and the task was appropriate. Then, the materials provided are good and understandable.

CONCLUSIONS
    Based on findings and discussions that have been presented previously, it can be concluded that:
1. The teacher implemented five stages in the implementation of Quipper School as platform in English Teaching.
2. The students' perception of the implementation of the Quipper School platform in teaching English used two instruments: interview and questionnaire. Based on the students' interview, most gave positive perception toward the platform used by the teacher in teaching and learning. The students' perception regarding Quipper School was very good to use. The students feel very interested in learning English. Quipper School can increase the students' learning motivation. Then, Quipper School platform makes it easier for students to understand learning and adds insight, which is especially important in the millennial era. Meanwhile, the questionnaire shows that the students' perception of interest and motivation were neutral, and the students' perception of the facilitating condition was neutral.
3. The inhibiting factors in implementing Quipper School platform are network problem, and internet quota. Meanwhile, the supporting factors in implementing Quipper School platform as used by the teacher in class are the material and system quality.

REFERENCES

Afrizah, N. (2018). *The Implementation of YukBlajar as E-Learning Platform in English Learning at SMP Islam Al-Azhar 13 Surabaya*. 15, 274–282. Surabaya: Universitas Islam Negeri Sunan Ampel.

Buntoro, Dwiyono Ariyadi, I. P. (2018). *The Use of E-Learning Quipper School by Teachers and Students to Optimize Learning at MAN 1 Ponorogo* (p. 8).

Creswell, J. W. 2012. *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th Ed.)*. Boston, MA: Pearson.

Fee, K. (2009). *Delivering E-Learning A Complete Strategy for Design, Application and Assessment.* Kogan Page. London and Philadelphia.

Irwin (2006). *Christopher, Socialization in the Online Classroom.* University of Maryland Baltimore County

Keller, J. M. (2008). *First Principle of Motivation to Learn E-learning*. Distance Education.

Kemendikbud. (2014). *Permendikbud Nomor 59 Tahun 2014 Tentang Kurikulum 2013 Sekolah Menengah Atas/Madrasah Aliyah*. Jakarta: Kemdikbud. https://simpuh.kemenag.go.id/regulasi/permendikbud_59_14.pdf (diakses 27 December 2022).

Manggiasih N. (2016). *Thesis: The Use of Quipper School as an E-learning Platform in Teaching English*. Ponorogo: Universitas Islam Ponorogo.

Mills, G. E., & Gay, L. R. (2016). *Education research: Competencies for Analysis and Applications, Journal of Applied Learning & Teaching*. 1(2), 71–72.

Naidu, S. (2006). *E-learning: A Guidebook of Principles, Procedure and Practices*. (New Delhi: CEMCA) p.1.

Neda M, et.al. (2011). *Effect of E-learning on Language Learning*. Procedia Computer Science, 3, p.465.

Nurdiana. (2016). *Language Functions in English Language Teaching Materials: A Case Study of Indonesian Secondary School Textbooks of English*. Universitas Bunda Mulia. Vol 6, No 1 (2016). http://dx.doi.org/10.30813/jelc.v6i1.272.

Permatasari, D. (2018). *the Effect of Using: Edmodo and Quipper School in Blended Learning Method towards Students' Writing Skill At the Second Year Students of Sman 1 Bengkulu Tengah*. JOALL (Journal of Applied Linguistics & Literature), 1(1), 32–40. https://doi.org/10.33369/joall.v3i1.60.

Quipper school Indonesia. http://indonesia.quipperschool.com/ (diakses 28 Juli 2022).

Rachma, S. Y. (2021). *Teacher and Students' Perception Towards the Implementation of Quipper School in English Subject*. 09(03).

Salmon, G. (2002) *E-tivities: The key to active online learning*. (London: Kogan Page).

Sasmita. (2020). *The Students' Perception on Quipper School Used by the Teacher in English Teaching*. Makassar: Universitas Muhammadiyah Makassar.

Septinawati, S., Febriani, R. B., Tarwana, W., & Syafryadin, S. (2020). *Students' Perceptions toward the Implementation of Quipper School as an E-Learning Platform in Teaching English*. Jadila: Journal of Development and Innovation in Language and Literature Education, 1(2), 223–238. https://doi.org/10.52690/jadila.v1i2.103.