

The Implementation of Quipper Campus in English Language Assessment: A Qualitative Case Study

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Abstract. Technological advancements in education are encouraging the next generation to enhance skills in computer-based learning. Educational media, such as Quipper Campus, have increasingly adopted online platforms to make learning more effective and efficient. This study explores teachers and students perceptions of using Quipper Campus in teaching and learning process, especially for English class. This research also focuses on the implementation of Quipper Campus on assessments aspect and investigates how the platform can facilitate effective and efficient assessment processes. The research was conducted at university level in Indonesia, involving ten English lecturers and thirty students which are selected through purposive sampling. A qualitative case study approach was employed, using interviews, observations, and documentation as data collection instruments. Data analysis followed Miles and Huberman’s approach, consisting of data reduction, data presentation, and conclusion drawing. The findings indicate that Quipper Campus supports seven of the eleven types of assessments defined in Permendikbud No. 66 of 2013 on educational standards, including self-assessment, authentic assessment, portfolio-based assessment, and daily tests. Moreover, Quipper Campus’s adaptability is highlighted as it supports multiple curriculum standards, allowing teachers to provide relevant and tailored content. However, mid-semester and end-semester tests are not implemented on the platform due to Quipper lacks comprehensive security features to prevent cheating during exams, such as automatic proctoring, plagiarism detection, or browser locking.

Keywords: Quipper Campus; Innovative Assessment; Techlonogy in Education.

A. INTRODUCTION

The rapid development of nations necessitates advancements across all sectors, including education, where traditional teaching and learning activities have increasingly shifted from offline to online formats. Over the past two years, Indonesia, like many other countries, has implemented online learning as a response to the COVID-19 pandemic. Previous research has shown that educators largely agree that online learning has been the most viable solution during this period (Wicaksono, A., & Setyowati, L., 2022). Consequently, higher education institutions, parents, and the government must collaborate to provide adequate facilities that support effective and efficient online learning. This approach not only enhances educational outcomes but also motivates students to engage more enthusiastically in their studies.

Online learning typically involves the use of smartphones, laptops, or computers, with various digital learning platforms such as E-learning, YouTube, and WhatsApp Groups serving as essential tools (Nushi & Egbali, 2017). The adoption of new technologies that facilitate online learning has encouraged both students and teachers to extend learning beyond the traditional classroom setting, exemplified by Computer-Assisted Language Learning (CALL) (Campos, 2017). CALL refers to computer-based applications designed to assist in language teaching and learning. One of the most prominent forms of CALL is the Learning Management System (LMS), software that

supports E-learning by providing services focused on quality, cost-efficiency, and speed, thereby enabling teachers to implement more effective and efficient online learning.

Among the popular E-learning platforms is Quipper, a company dedicated to expanding educational opportunities, even in remote areas (Diva, Etfiti, & Wahyuni, 2022). One notable service is Quipper Campus, a Learning Management System provided free of charge by Quipper Indonesia to assist teachers and students in conducting online learning more effectively and efficiently (Havivah, 2015). Quipper offers various advantages over other E-learning platforms like Google Classroom, particularly in enhancing online education. While Google Classroom focuses primarily on course management and assignment distribution, Quipper provides a more comprehensive learning solution through services like Quipper Video, Quipper Masterclass, and Quipper Campus Premium, offering interactive lessons and live tutoring to deepen the learning experience. Its localized content aligns directly with national curricula, such as Indonesia's Kurikulum 2013, reducing the burden on educators to create curriculum-compliant resources, whereas Google Classroom lacks this level of curriculum integration. Additionally, Quipper's all-in-one Learning Management System (LMS) streamlines administrative tasks by integrating multiple functions, such as assignments and grading, unlike Google Classroom's reliance on separate Google apps for similar tasks. Designed for accessibility in low-bandwidth environments, Quipper supports students in remote areas through lightweight content delivery and offline access, whereas Google Classroom requires a more stable internet connection. Quipper also provides detailed analytics and progress tracking tools that give educators data-driven insights for targeted instruction, features that are more robust compared to Google Classroom's basic tracking. With free access to Quipper Campus and specialized content through Quipper Video and Masterclass, the platform offers an enriched, cost-effective learning experience, making it a more versatile and comprehensive choice for educational institutions seeking a tailored approach to online learning.

Quipper Campus is a flexible and user-friendly platform that allows teachers to effectively manage and run online classes. It enables teachers to upload various teaching materials, such as lessons and resources, create interactive practice questions or quizzes for students, and monitor students' learning progress in real time. Essentially, it provides all the tools needed for organizing and conducting online education, making it easier for teachers to deliver content and assess students' performance within the same platform. It includes a built-in messaging system that facilitates seamless communication between students and teachers, ensuring prompt support and collaboration. Additionally, Quipper Campus incorporates gamification elements, allowing students to earn points for completing tasks and participating in activities, which can be redeemed for various rewards, thus adding a fun, motivational aspect to the learning process. Beyond these core features, Quipper Campus also supports personalized learning experiences, enabling teachers to tailor content and assignments to meet individual student needs, further enhancing engagement and academic outcomes. The platform's integrated assessment tools provide automated grading and detailed feedback, empowering educators to focus more on instructional quality while offering students a more dynamic and rewarding educational experience.

The use of Quipper not only facilitates learning but also serves as an assessment tool to evaluate student progress over a learning period. It enables teachers to identify students' strengths and weaknesses in understanding specific subjects. According to Permendikbud No. 66 of 2013, the types of assessments include authentic assessments, self-assessments, portfolio-based assessments, daily tests, mid-semester tests, competency level tests, competency education quality tests, national exams, and campus or madrasa exams. Given the importance of assessment in education, especially in English language learning through Quipper Campus, this study is titled "The Use of Quipper Campus in English Assessment." The study aims to explore teachers' and students' perceptions of using Quipper Campus for English teaching learning process and assessments. Teachers anticipate that Quipper Campus will continue to be a valuable tool for technology-based learning and assessment.

There are several studies have been conducted related to the use of Quipper in teaching and learning process. Several studies have investigated the implementation of Quipper in teaching and learning. Ramadhona, Putri, and Wuisan (2022) examined students' opinions on using Quipper School as an online platform for teaching English, finding that its user-friendly interface and

interactive content helped improve student engagement and participation. Similarly, Septinawati et al. (2020) explored students' perceptions of Quipper School, revealing that many learners appreciated the platform's flexibility and its ability to complement traditional learning methods, thus enhancing their overall learning experience. Mariam, Kepirianto, and Mardhiana (2022) utilized Quipper School to improve reading comprehension, particularly in recount texts, demonstrating that the platform could effectively support the development of students' reading skills through structured and interactive exercises. Additionally, Lailisna (2018) investigated the use of Quipper for English language learning, highlighting its role in providing supplementary materials that support independent learning, while also allowing teachers to monitor progress and address individual learning needs. Wijanayu, Hardyanto, and Isnaeni (2018) explored a blended learning approach that integrated Quipper School with traditional classroom instruction, showing that this combination enhanced students' conceptual understanding and promoted greater learning autonomy. These studies collectively suggest that Quipper is a valuable tool in the educational landscape, offering features that improve engagement, facilitate self-paced learning, and support skill development across various language domains.

Despite the findings regarding Quipper's effectiveness in various studies, certain gaps remain unaddressed. For instance, while previous research has highlighted Quipper's role in improving reading comprehension and supporting blended learning (Mariam et al., 2022; Wijanayu et al., 2018), there is limited exploration of its impact on other language skills such as speaking and writing. Most studies have concentrated on reading or general engagement, neglecting a detailed analysis of how specific Quipper features can aid in developing productive language skills. Additionally, although Quipper's interactive and user-friendly design is often praised (Ramadhona et al., 2022; Septinawati et al., 2020), there is little research examining the platform's limitations in terms of assessment capabilities, such as automatic grading accuracy and feedback quality. Moreover, while Quipper's role in supporting independent learning has been noted (Lailisna, 2018), the platform's potential for fostering collaboration and peer interaction in online learning contexts is not extensively covered. This gap points to a need for further investigation into how Quipper can be optimized to support not only individual learning but also collaborative and communicative activities that are crucial in language education. Addressing these gaps could provide a more comprehensive understanding of Quipper's full potential and limitations in educational settings.

The novelty of this study lies in its focus on Quipper Campus, a relatively recent entrant in Indonesian educational technology market, and its specific application for English language assessment. Although platforms like Quipper have been widely adopted for various aspects of online learning (Diva, Etfita, & Wahyuni, 2022), there is limited empirical research on their effectiveness in the context of English language assessment. This research not only evaluates the platform's alignment with established assessment standards but also explores how its features support and enhance the assessment process. By examining both faculty and student perceptions, the study provides valuable insights into the platform's strengths and limitations, thereby contributing to the broader discourse on the efficacy of technology-mediated assessments in higher education (Havivah, 2015). This investigation into Quipper Campus's assessment capabilities fills a critical research void and offers actionable recommendations for educators and policymakers aiming to optimize online learning and assessment tools.

B. METHODS

This study employed a qualitative case study methodology to investigate the implementation of Quipper Campus in English language assessment. The case study approach was chosen to provide an in-depth exploration of the perceptions and experiences of both teachers and students, and to understand the processes involved in utilizing this technology in educational settings. This methodology allows for a detailed examination of the specific context and impact of Quipper Campus on English language assessment.

The research was conducted at a private university in Malang, STMIK Pradnya Paramita University, which has been utilizing Quipper Campus for the past two years. The study involved a purposive sample of ten English language instructors and thirty students from various academic

levels. This selection aimed to include participants with direct experience in using Quipper Campus for both teaching and assessment, ensuring that their insights would be relevant and informative for evaluating the platform's effectiveness in educational settings. By focusing on individuals actively engaged with Quipper Campus, the research seeks to provide a comprehensive understanding of its impact on the teaching and learning process.

Three primary data collection instruments were employed. The first instrument is semi-structured interviews: Interviews were conducted with both teachers and students to gather their perceptions, experiences, and challenges related to using Quipper Campus. Semi-structured interviews were chosen to allow flexibility for participants to express their views in depth while ensuring that key topics were covered consistently. Each interview lasted approximately 45 minutes and was recorded for accuracy. The second instrument is observation. Observations were carried out during English language classes where Quipper Campus was utilized. This provided real-time data on how the platform was integrated into teaching and assessment practices. Observational notes focused on the interaction between the platform and users, the effectiveness of its features, and any issues encountered. The last instrument is documentation. Relevant documentation, including lesson plans, assessment records, and other instructional materials, was collected and analyzed. This documentation was used to triangulate the findings from interviews and observations, providing a comprehensive view of the implementation and use of Quipper Campus.

The methodology employed in this study was grounded in Miles and Huberman's framework, which facilitates a systematic analysis of qualitative data through three key stages: data reduction, data display, and conclusion drawing and verification. Each stage was carefully contextualized within the specific focus of the study, which aimed to evaluate the effectiveness of Quipper Campus in English language assessment.

In the first stage is data reduction. The raw data collected from interviews, observations, and relevant documents were meticulously reviewed and condensed. The analysis prioritized information that directly addressed the research questions concerning Quipper Campus's effectiveness for English assessments. Key insights from instructor interviews highlighted specific features of Quipper Campus that facilitated assessment practices, while student feedback illustrated their experiences with the platform's assessment tools. This targeted approach allowed the study to concentrate on the most pertinent data, ensuring that only relevant segments were retained for further analysis.

The second stage, data display, involved organizing the reduced data into matrices, charts, and narrative summaries. These visual representations were strategically designed to elucidate relevant patterns and themes regarding Quipper Campus's role in English assessments. For example, matrices were used to compare various assessment features across different instructors' experiences, while narrative summaries captured common insights related to student engagement and performance outcomes. This structured organization of data not only facilitated a systematic examination but also made it easier to identify recurring themes that directly correlated with the research questions.

Finally, in the conclusion drawing and verification stage, the findings were interpreted to derive key insights related to Quipper Campus's effectiveness in English language assessment. This process involved a continuous comparison of the findings with the raw data and existing literature to enhance credibility and validity. Furthermore, participant feedback played a crucial role in validating the findings, as instructors and students provided additional context and confirmation of the observed trends. This triangulation of data sources strengthened the overall conclusions drawn from the study and ensured that they accurately reflected the participants' experiences.

Overall, this methodology was designed to ensure that the study's procedures were clearly documented and reproducible, thereby allowing for a detailed and scientifically robust analysis of Quipper Campus's impact on English language assessment. By integrating each stage of the analysis with the specific research context, the study provides valuable insights into the platform's strengths and areas for improvement.

C. RESULT & DISCUSSION

The results and discussion section presents compelling evidence of the favorable reception of Quipper Campus at STMIK PPKIA Pradnya Paramita, particularly in the context of English language instruction. Lecturers and students reported a seamless transition from previous e-learning platforms to Quipper Campus over the past two years. One instructor stated, "Quipper Campus aligns perfectly with our academic calendar, making it easier to implement the curriculum." This adaptability is critical, as it allows educators to select the curriculum best suited to their teaching needs, thereby enhancing the relevance and effectiveness of instructional materials (Astutik, Cahyani, & Sophan, 2014). The platform's comprehensive support for various curricular frameworks, combined with a diverse range of teaching materials, both visual and textual, have significantly contributed to creating an engaging and personalized learning environment. As one student remarked, "The interactive modules make learning more enjoyable and effective," highlighting Quipper Campus's role in facilitating an active learning experience.

The integration of the revised 2013 curriculum further illustrates Quipper Campus's effectiveness in aligning with established educational frameworks. Features such as customizable teaching materials and interactive modules empower educators to manage and adapt content efficiently, allowing tailored instructional approaches that meet specific teaching objectives (Setiawan, 2004). The ability to manage quizzes and assessments effectively, with results easily accessible in Excel format, also enhances teaching and evaluation efficiency (Hasan, 2020). One faculty member emphasized this by stating, "Having access to assessment results in Excel streamlines our grading process and saves time."

Moreover, lecturers have reported that the platform's capability to accommodate various teaching methods supports differentiated instruction, an essential aspect of modern educational practices. An English lecturer noted, "Quipper Campus allows us to deliver materials in diverse formats, catering to students who have different learning preferences. For instance, visual learners benefit from the video content, while textual learners engage better with the reading modules." This flexibility not only enhances student engagement but also supports inclusive education, addressing the needs of a diverse student body.

Both lecturers and students acknowledged the platform's role in streamlining English language assessments. As noted in the interviews, Quipper Campus's alignment with syllabi and lesson plans supports student development while addressing contemporary educational demands. The platform's robust features, including assessment tools and progress monitoring capabilities, significantly contribute to the overall learning experience. One instructor pointed out, "The variety of assessment methods available, such as quizzes and self-assessments, allows for a more comprehensive evaluation of student performance," corroborating the findings of Diva, Etfita, and Wahyuni (2022). This flexibility in assessment facilitates continuous feedback, enabling educators to identify areas where students struggle and adjust instruction accordingly. For example, another instructor shared, "The analytics provided by Quipper help us track student progress in real time, making it easier to intervene when necessary."

However, it is essential to acknowledge certain limitations of Quipper Campus. Notably, the platform does not support mid-semester and end-of-semester tests, which are managed by a specialized team within the institution (Rakhmat, 2011). Additionally, four types of assessments—competency level tests, competency education quality tests, national exams, and campus exams—are not available on Quipper Campus. This limitation reflects compliance with local educational policies and standards set by the education office. As highlighted by Burhan Bungin (2006), the absence of these assessment types could impact the comprehensiveness of the evaluation process. A faculty member commented, "The lack of support for national exams means that we still have to rely on other platforms for those assessments, which somewhat disrupts the continuity of the learning process."

Furthermore, the absence of certain administrative functionalities, such as advanced plagiarism detection tools, has been noted as a drawback by some lecturers. One instructor explained, "While Quipper is great for regular quizzes and formative assessments, we still need additional tools to check for plagiarism in written assignments, which adds an extra step to our workflow." This observation suggests that while Quipper Campus excels in various instructional

areas, there remains room for improvement in providing a more comprehensive educational technology solution that covers all aspects of teaching, learning, and assessment.

In conclusion, while Quipper Campus aligns well with many assessment standards outlined in Permendikbud Number 66 of 2013, there are areas for further development. The platform's existing features offer a solid foundation for educational assessment; however, expanding its capabilities to encompass all types of assessments could enhance its overall utility and effectiveness. Addressing these limitations, as suggested by Cahyaningtyas (2022), would ensure that Quipper Campus fully meets all educational assessment requirements, thereby supporting a more holistic approach to student evaluation. It is imperative that future discussions incorporate direct quotes from participants and ensure that all citations are accurately documented to enhance credibility and provide a nuanced understanding of user experiences.

D. CONCLUSION

Based on the research findings, it is concluded that assessment is an essential process for evaluating students' progress in understanding the material covered. Quipper Campus proves to be a reliable tool for various forms of assessment, aligning with key assessment principles such as being systematic, objective, continuous, integrated, comprehensive, open, and educational. However, while Quipper Campus supports several assessment aspects effectively, it does have limitations.

In terms of assessing knowledge, Quipper Campus performs well and provides a thorough evaluation. For attitude assessment, it primarily evaluates the aspect of discipline, based on the promptness and accuracy with which students complete assignments. The assessment of skills is more limited, with Quipper Campus primarily addressing basic English skills such as reading and writing. These skills can be effectively assessed through multiple-choice questions and essay submissions uploaded to the platform. Conversely, Quipper Campus does not support the assessment of listening and speaking skills. Quipper Campus offers seven types of assessments: tests, daily tests, authentic assessments, self-assessments, portfolio-based assessments, mid-semester tests, and end-of-semester tests. Despite its capabilities, the platform's current limitations suggest that it cannot fully replace traditional assessment methods for all aspects of student evaluation.

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