Exploring Students' Experiences with the Challenges and Opportunities of Quipper Learning Management System

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Abstract: This study explores students' experiences with Quipper Learning Management System (LMS), focusing on both its challenges and opportunities, using a qualitative phenomenological approach. Data were collected through semi-structured interviews with 20 purposely selected Grade 11 and Grade 12 students from Sto. Tomas College Danao. Thematic analysis, based on Braun and Clarke's method, was used to identify key themes from the students' insights, ensuring a comprehensive understanding of their experiences. Findings revealed that students appreciated Quipper's flexibility, with features like self-correction and repeated attempts helping to reinforce learning. However, concerns such as unreliable notifications and inconsistent platform usage across subjects were raised. These challenges suggest that while Quipper offers significant learning benefits, its effectiveness could be greatly enhanced through more consistent integration by teachers and improvements in communication features, such as reliable notifications.

Keywords: Quipper LMS, students' experiences, educational technology, learning management system, online learning, challenges, opportunities.

1. Introduction

The adoption of Learning Management Systems (LMS) worldwide has brought major changes to educational systems which now provide digital approaches to instruction and academic development. Standalone Learning Management Systems (LMS) serve as an educational backbone for US higher education institutions according to Bervell and Arkorful (2020), since 99% of post-secondary institutions use them to deliver content and evaluate students. Researchers at Oinas et al. (2022) documented how Finnish educational platforms Wilma and ViLLE achieve automated student performance oversight and facilitate individualized self-guided learning. The South Korean government built a nationwide LMS platform during COVID-19 as described by Chung et al. (2021) who called this move essential for maintaining education during emergencies.

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Premier LMS initiatives worldwide confront multiple significant difficulties when it comes to their implementation. Al-Fraihat, Joy, and Sinclair (2020) highlight digital literacy gaps together with technical inefficiencies, low student engagement, and unequal technology access as the main global challenges. Also, the study done by Van Dijk (2020) reveals that students from disadvantaged backgrounds fail to obtain stable internet access or proper devices for digital platform use. Many developing nations face escalated inequalities because of insufficient infrastructure along with high-tech expenses and restricted institutional backing that create barriers to integrating e-learning systems according to Adarkwah (2021).

The student perspective on LMS remains uninvestigated through research that examines how students interact with these systems. According to Santos and Bocheco (2021), most research studies are dedicated to measuring LMS efficiencies for administrative tasks and instruction methods while neglecting student voices. Bervell and Umar (2018) emphasize that student digital preparedness together with their motivational levels and attitudinal engagement constitute essential elements that often go unnoticed in LMS success assessment.

International organizations use LMS-based applications Google Classroom together with Moodle, Edmodo, and Quipper to simplify the distribution of learning resources and evaluation materials. Among all applications, Quipper achieved its greatest adoption rate in the Southeast Asian region with particular success in the three countries of the Philippines, Indonesia, and Thailand. The platform operates according to Quipper (2022) to deliver accessible educational content and assessments that correspond to educational curricula at different levels. The student use of Quipper has expanded substantially since the pandemic yet existing academic investigations are limited about how students utilize and experience this platform, especially regarding their motivation, classroom engagement, and educational results in locations with diminished resources.

A global review reveals that the LMS implementation status

in the Philippines is noteworthy because the country has intensified its digital platform adoption throughout the last few years. The Department of Education promotes technological integration yet Filipino students continue to experience widespread problems with internet reliability, lack of devices and insufficient digital instruction which create obstacles to fair learning opportunities (DepEd, 2020). Limited research exists about the actual use of the K–12-aligned content delivery platform Quipper by students who attend public and private institutions as well as hands-on learning programs or skills-based students. A national research gap emerges because students need improved focus through their perspectives to study how LMS affects their digital learning processes and academic achievement.

The Philippines is no exception to these challenges. Intensive adoption of LMS platforms throughout the country does not eliminate Filipino students' considerable challenges when trying to maximize their use of these systems. Insufficient internet connection standards, old computer technology, and inadequate digital skills programs restrict the effectiveness of LMS in educational institutions. Students at Danao City universities find it challenging to operate complex LMS platforms since the lack of real-time interaction between teachers and students leads to reduced student engagement and diminished classroom participation. LMS demonstrates value as an educational tool because it delivers enhanced learning material availability alongside better teamwork features and customizable learning speed, but it needs effective implementation to maximize its potential. The research investigates LMS implementation barriers and benefits in the Philippines with a specific analysis of Danao City to reveal approaches for maximizing LMS educational efficiency.

The adoption of Learning Management Systems (LMS) in the Philippines has gained momentum as both educational institutions and businesses pursue providing flexible, accessible, and cost-effective training solutions. Research conducted by Jonnell G. Borabo, Imelda E. Diño, Jocelyn A. Gueta, Donna F. Espela, Ligaya H. Garcia, Marco L. Espinosa, and Gerry S. Digo during the COVID-19 pandemic provides that the growth of LMS technology during this time and the developments that have taken place. The pandemic causes challenges for students in higher education, making digital learning platforms necessary. Quipper, an LMS used in the Philippines, provides an intuitive and dynamic online learning experience for teachers, students, and parents. The statistical data gathered which utilized a descriptive correlational method, established a significant correlation (0.59) between Quipper usage and academic performance among BSED-English students during the "New Normal," with a p-value of 0.00043, showing a strong statistical essence. Filipino students often encounter a range of challenges and opportunities when engaging with these systems. Likewise, the lecture teaching assignments have also changed significantly as they become more flexible in managing virtual classes without being present in physical classes. This includes access and connectivity, cost, efficient tracking and assessment, and digital literacy. While LMS platforms give significant opportunities, such as increased

accessibility to learning materials and enhanced collaboration, students still experience challenges such as limited internet connectivity, digital skills gaps, and resistance to change. Despite these opportunities, many faculty members remain hesitant to adopt LMS as a teaching tool. The government's forces toward digital education and the expanding use of technological solutions are driving the growth of LMS in the country. Moreover, several challenges still need to be addressed, particularly concerning digital infrastructure and teacher training and support. Moreover, despite widespread availability, many teachers tend to underutilize this educational technology, especially in higher education settings. A research study by Borabo et al. found that Moodle and Google Classroom are the most widely used LMS platforms in secondary schools in the Philippines. These systems are primarily used to create and convey learning content. Moreover, for assessment, monitoring, feedback, and establishing interaction and communication between students and teachers. The data analysis revealed that students are generally satisfied with their LMS experience, particularly in terms of system navigation, accessing course content, acquiring knowledge, and checking performance reports. Extrinsically students are motivated when studying subjects like mathematics and they earned a very satisfactory rating in mathematics in using the LMS. rating in the subject. Overall, students keep facing challenges when using the platforms, particularly due to factors such as internet connectivity and the availability of devices. Further analysis of the interrelationships between various factors showed that students' LMS experiences significantly affect their learning motivation. their LMS experience did not significantly affect their academic performance. This proposes that, despite the potential benefits, a significant portion of students are still not fully ready to embrace the technological shift in education.

The adoption of Quipper LMS in the local cities offers both exciting opportunities and real challenges for the students. While Quipper LMS may enhance a student's learning experiences, various factors affect how students can fully benefit from digital education. By using the Quipper LMS, it presents high efficiency in delivering online education, and factors such as performance expectancy, effort expectancy, and social influence contributed to its effectiveness; hence, students found it easy to use. (Dr. Amelie L. Chico, 2024) Despite these exciting challenges that the Quipper LMS has, it also offers its drawbacks. A study conducted by Junalyn R. Pacatang, Jean B. Peligor, and Christine M. Limpangog (2024) at the UM Panabo College states that it faces challenges faced by every student, such as the inconsistency of internet connection, technical difficulties for instance, errors in test grading, and lack of mathematical features, which forced the students to use external resources like Google and Microsoft Word. Exploring both the opportunities and challenges of using Quipper LMS is necessary for the students because it helps us improve our digital education and aids us in overviewing its drawbacks and benefits, hoping for its improvements for the future of our students. While existing studies highlight Quipper LMS's efficiency and inefficiency, the existing studies did not dig deep

into its long-term impact on student learning and motivation. Dr. Amelie L. Chico (2024) discusses its effectiveness but does not examine variations across student demographics or subjects. Pacatang, Peligor, and Limpangog (2024) identify technical challenges, yet their effects on performance, engagement, and reliance on external tools remain unexplored. Additionally, no comparative studies assess Quipper LMS against other platforms like Google Classroom or Moodle. Further research is needed to improve its features, adaptability, and effectiveness in diverse educational settings.

A. Literature Review

1) Challenges Encountered by Learners in Using Quipper Learning Management System (LMS)

Learning Management Systems (LMS) serve an essential role in modern education by facilitating on-demand learning and enhancing content management and collaboration. Yet, despite their broad utilization, LMS platforms encounter challenges in modifying learning practices because of usability, interactivity, and engagement issues. Numerous institutions primarily utilize LMS for executive purposes rather than interactive learning, limiting opportunities for student participation and informal learning experiences. To improve LMS effectiveness, improvements in pedagogical strategies, technological integration, and assessment tools are necessary. Addressing these challenges can improve student engagement, motivation, and overall learning outcomes, making LMS more impactful in digital education (Alhazmi et al., 2021).

Regardless of these advantages, students regularly lack motivation and self-discipline when using LMS. Many learners find that face-to-face communication with the teachers and their classmates is a lot more engaging since it gives them the feeling of recognition and interaction that an impersonal learning management system may not provide. Like this, disengagement can lead students to view online education modes as not so serious. Additionally, the flexibility of LMS-based learning may result in distractions, decreased accountability, and a lack of self-discipline.

Proper technology is a very crucial factor to consider for a well-functioning LMS. Both students and faculty should have digital knowledge simultaneously. Research has shown that some faculty members, particularly older educators, lack the technical expertise to navigate LMS platforms, hindering the learning process and reducing instructional effectiveness. Moreover, students may struggle alongside rapidly evolving technology, necessitating continuous learning to adapt to LMS functionalities (Snoussi, 2019).

In addition, Quipper's emphasis on personalized learning restricts social and cultural contact interactions, which may negatively affect students' motivation and engagement. These issues emphasize the necessity of design enhancements to make Quipper more usable, accessible, and effective in terms of learning (Zakia et al., 2024).

Quipper also offers some usability issues that might detract from its potential as a learning platform. One of its biggest problems is that it requires a stable internet connection, and this can pose a challenge for students and teachers in regions where connectivity is weak. Second, although Quipper enables teachers to create and upload their content, such an option could be complicated for those who lack technical skills. The code-based entry system on the platform, which requires students to enter a specific code to join classes, may be challenging for users who are not familiar with digital tools. In addition, although Quipper's assignment tool is popularly used, the platform is quite dependent on this function, which might hinder student participation in other interactive learning activities. These usability issues highlight the necessity for enhanced accessibility, user experience, and interactive learning materials in Quipper to enhance the learning process (Dela Cruz et al., 2023).

Another important issue is student engagement in Quipper School. Ramadhona et al. (2023) discussed this and concluded that Quipper can facilitate learning efficiently if utilized correctly by teachers. Their study found that 67.9% of students in MIPA and 80% of students in IPS disagreed with the sentiment that "Quipper Schools are inadequate in supporting the process of learning since no information is transmitted through the materials whatsoever." That can indicate that students universally view Quipper as a reliable means of providing course material. The study also implies that student use of Quipper varies significantly based on teacher adoption. Proper instructor guidance and subject matter delivery are important in that they help keep the learners interested and taking part in activities of online learning.

Despite the growing recognition of Quipper as a viable digital learning platform, several research gaps persist regarding its usability, accessibility, and student engagement. While previous studies (Zakia et al., 2024; Dela Cruz et al., 2023) have recognized technical and instructional challenges, there is limited research on how these factors specifically affect a wide range of students, especially those with limited digital literacy and unstable internet access. Additionally, while Ramadhona et al. (2023) emphasized the role of teachers in optimizing student engagement, there is a lack of studies exploring how different teaching strategies within Quipper influence long-term learning outcomes and student motivation. Furthermore, existing literature primarily focuses on Quipper's functional aspects rather than its effectiveness in fostering interactive and collaborative learning experiences.

Addressing these gaps is important to enhancing Quipper's design and implementation, providing it better supports student engagement, accessibility, and overall learning effectiveness.

2) On the Perceived Impact of Quipper Learning Management System (LMS) on Students' Learning Experience and Progress

Student opinions about LMS-based applications reflect the positive influence and the experience of challenges in their learning process, which depends on various factors, including usability, accessibility, and engagement.

Billings (2024) investigated Generation Z students who prefer LMS interfaces with friendly technical layouts to boost student learning interests. Students adopt LMS based on three factors: performance expectancy and effort expectancy alongside hedonic motivation as defined by the UTAUT2 model of Venkatesh, Thong, and Xu (2012). Students gained

better academic results when LMS supported flipped learning than in conventional classrooms because LMS enables learners to manage their own study pace while accessing educational resources (Sucipto et al. 2017).

Several obstacles, including technological problems coupled with digital literacy deficiencies and problems with internet connection, stop students from having positive experiences with LMS (Al-Fraihat, Joy, & Sinclair, 2020; Bervell & Umar, 2018). Students view LMS positively as an instrument to support independent learning whenever the platform suits their academic needs, provides seamless access and promotes engagement in their academic setting. The quality of LMS use by students improves when technical obstacles are solved alongside enhanced digital education assistance, thus resulting in better performance of the system as a learning tool.

Among various LMS platforms, Quipper has gained recognition for its structured interface and user-friendly design, aligning with students' preferences for intuitive and engaging digital learning tools. The perceived impact of the Quipper Learning Management System (LMS) on students' learning experience and progress is apparent in its ability to improve academic performance, accessibility, and engagement. Students using Quipper School have shown notable improvements in their academic outcomes, highlighting its effectiveness as a learning tool.

In addition, students rated Quipper as extremely usable in terms of accessibility, affordability, and time efficiency. It has been empirically shown that Quipper promotes better educational performance in blended learning as compared to traditional teaching methods that are typically more systematic and interactive. Moreover, Quipper employs distinct methods of teaching that maximize students' motivations while making the process of learning easier and more entertaining.

Quipper LMS has a significant impact on the learning development of students, thanks to usability, interactivity, and accessibility features (Dela Cruz et al. 2023). Similarly, Genesis Gregorious Genelza (2023) states that the Quipper Learning Management System (LMS) is an integral part of the student's overall learning experience and academic achievement, by providing students with an interactive learning environment containing pre-recorded video lectures, study materials, and assessments.

The accessibility of the Quipper LMS, combined with its gamified learning experience improves student engagement, allowing for learning to take place at their own pace with improved comprehension and the potential for better academic performance. Quipper can also help teachers provide instructional materials, track student progress, and adjust pedagogical strategies to improve students' learning experiences. This factor highlights Quipper's validity in promoting independent learning and academic support, and it can be a valuable tool for students in furthering engagement, educational experience, and academic outcomes.

Although Dela Cruz et al. (2023) and Genelza (2023) focus on Quipper LMS's benefits for learning and academic improvement, gaps remain in the literature. The current studies address short-term impacts only and do not include long-term usage of the LMS. Challenges still facing the studies were also only referenced in passing, including technical glitches, fatigue, and resistance to learning.

Another gap remains in how Quipper LMS compares to other LMS platforms. How Quipper LMS shapes learning in different subjects and for various learning styles is needed in the literature. Parent and teacher perspectives were not included or were limited in the studies, and socioeconomic factors for access to the LMS were another minimalist mention. Filling these gaps would help the field to get a better understanding of the LMS when compared to pedagogy in general.

3) Opportunities for Enhancing Student Learning Through Quipper Learning Management System

A Learning Management System (LMS) enhances student learning by providing a single digital space that can enhance content delivery, communication, and engagement. LMS can facilitate a flexible approach to learning which allows students to monitor their progress and review lessons if needed. These systems include tools that can facilitate discussion forums, messaging, and group work, which create opportunities for meaningful interactions between students and educators, thereby creating engagement in the learning experience. LMS also enhances accessibility by allowing learning to take place anywhere and anytime while taking the breadth of learning styles and students into consideration.

Among the various LMS platforms available, Quipper is one of the LMS platforms that could assist in personalized learning experiences based on its varied features. Quipper also creates an opportunity for training on Quipper's tools—self-paced lessons, interactive assessments, and on-the-spot feedback—while also creating a comfortable position for students to synthesize and refine their independent study skills with digital learning. Implementing self-directed modules within Quipper provides students with the opportunity to explore topics in a self-directed manner, develop personal learning goals, and take ownership of their learning and how they progress through it.

In addition to this, learners can benefit from early intervention with personalized advice and extra resources to develop their academic and digital literacy skills. The expansion of Quipper's use across subjects and independent learning on the platform can make the experience more lively and engaging (Kim Q. Sipin, 2024).

While participants rated the experience overall as a productive learning experience, some participants suggested the influence of the Quipper LMS on learning experiences may intersect with students' access to technology, digital literacy, or other instructional support. Garcia, Dela Cruz, and Santos (2024) suggest that while Quipper LMS provides diverse, engaging, multimodal content and features, students with limited internet access or low digital literacy aren't necessarily able to take full advantage of the content on it. Garcia et al. found that students who were located in an area of low connectivity were having difficulty submitting their assignments. They point to the necessity of a means to access the Quipper LMS offline, or at least alternative means of delivery.

Additionally, Martinez and Lim (2024) explored student

motivation and learning retention in Quipper-based instruction compared to traditional face-to-face methods. Their findings indicated that while Quipper promotes flexibility and independent learning, some students still prefer direct teacher interaction for clarification and in-depth discussions. This suggests that a blended learning approach—integrating Quipper with traditional classroom strategies—may optimize learning outcomes by balancing technology-driven learning with real-time support from educators.

These findings emphasize that while Quipper offers significant opportunities for enhancing student learning, its effectiveness is influenced by external factors such as accessibility, student learning preferences, and technological readiness. Addressing these challenges through targeted interventions, such as digital literacy programs and improved offline access, can further enhance Quipper's role in fostering a more inclusive and effective learning environment.

While Quipper presents numerous opportunities for enhancing student learning, gaps remain in addressing accessibility issues, digital literacy disparities, and the integration of blended learning approaches to optimize its effectiveness. Future research should explore how offline accessibility features, structured digital literacy programs, and strategic teacher intervention can bridge these gaps, ensuring that Quipper fosters an inclusive and equitable learning experience for all students.

B. Research Questions

The widespread integration of Quipper as a Learning Management System (LMS) has improved the way students engage with digital learning. However, regardless of its potential benefits, students may encounter various challenges in utilizing Quipper for their coursework. Difficulties in usability, accessibility, and engagement can affect their learning experience and academic progress. This study seeks to examine the exact difficulties students face when using Quipper, examine their perceptions of its effectiveness in supporting learning, and explore areas for improvement to enhance its usability and accessibility. By addressing these aspects, this study aims to provide valuable insights into optimizing Quipper to better support student learning and academic success.

Specifically, it seeks to answer the following questions:
1. What challenges do learners encounter when using Quipper for their coursework?
2. How do students perceive the impact of Quipper on their learning experience and progress?
3. What opportunities does the Quipper Learning Management System provide for students to enhance their learning experience?

2. Methodology

A. Research Design

As a qualitative research approach, phenomenology sought to explore and understand individuals' personal experiences regarding a particular phenomenon. This study employed phenomenological methodology to investigate students' challenges and opportunities when using Quipper in their educational experience.

Purposive sampling was also used in this study to choose participants with firsthand knowledge of Quipper and deep insights into the phenomenon being studied—students' experiences with the Quipper Learning Management System. This focused approach made a thorough examination of the phenomena from their viewpoints possible, which guaranteed that the participants chosen had firsthand and diverse experiences with the Quipper Learning Management System.

B. Sample/Participants

The participants in this study were selected Grade 11 and Grade 12 students from Sto. Tomas College Danao. These students were chosen to provide insights into their experiences with Quipper. The respondents were selected based on the following criteria:
- Had actively engaged with Quipper for coursework, assignments, or exams.
- Currently enrolled in Grade 11 or Grade 12 at Sto. Tomas College Danao.

The study was conducted at Sto. Tomas College Danao, an educational institution that offered various academic programs for high school and college students. The institution supports academic excellence and holistic development, equipping students with the necessary knowledge and skills for their future careers. By its dedication to quality education, Sto. Tomas College Danao is a good research and learning environment, thus an appropriate place for this study.

C. Instrument(s)

To assess how students perceived the usability and effectiveness of the Quipper Learning Management System in their academic learning, this study utilized a semi-structured interview guide. The guide consisted of open-ended and a few follow-up questions to measure Quipper's usability, engagement, and learning effectiveness. This approach allowed participants to provide insights and elaborate on their challenges and experiences with the Quipper Learning Management System. The instrument was assessed beforehand to ensure accuracy and consistency before data collection.

D. Data Collection Procedures

The first step in the data collection procedure was to obtain permission from the principal to conduct the study within the school campus. After the approval was given, twenty students were selected to take part in the interviews. Before the interviews, the participants were provided with an informed consent form that described the objective of the study, the rights of the participants, and confidentiality measures to ensure voluntary participation. Thereafter, a time and place were chosen that were convenient for the interview, e.g., a classroom or a library. Then, using a semi-structured interview guide, students were asked about their experiences, challenges, and perceptions of the Quipper LMS, while their answers were recorded (with their permission) for accuracy. Then, the recorded information was compiled and organized for further analysis.

E. Data Analysis

Since the study followed a semi-structured approach, the data were analyzed using Braun & Clarke's (2006) Thematic Analysis, a widely used qualitative research method that researchers used to systematically organize and analyze complex data sets. This study aimed to determine the student's experiences with the Quipper Learning Management System using open-ended questions along with a few follow-up questions. Provided that this was Braun & Clarke Thematic Analysis Approach: A Step-by-Step Guide included (1) Familiarization with the Data - Researchers reviewed transcripts and survey responses to identify possible themes. (2) Generating Initial Codes - This led to a deeper examination of the initial codes, which had been systematically categorized to identify key or recurring concepts. The first transcript was reviewed repeatedly to ensure accuracy and consistency. (3) Searching for Themes - The generated codes were analyzed for patterns and grouped into broader themes based on their similarities. (4) Reviewing Themes - The identified themes were then reviewed and refined, with master themes, main themes, and sub-themes systematically organized for better clarity. (5) Defining and Naming the Themes - Every theme that aligned with the study objectives was carefully defined and named based on the significance of the data. (6) Writing the Report of the Findings - This report included a relative summary of the experiences of Grade 11 and Grade 12 students. The report showed how students perceived the impact of Quipper on their learning experience and progress.

3. Results and Discussion

A. What Challenges do Learners Encounter when Using Quipper for their Coursework?

1) Lack of Notifications and Communication Issues

Lack of notifications and communication issues is a major challenge students face when using Quipper for their coursework. Without timely alerts for assignments and activities, students often miss deadlines and struggle to stay organized. This issue affects their time management and overall learning experience, making it harder to track academic tasks efficiently. The responses below highlight this perspective:

"Probably one challenge I faced while using Quipper is that it usually does not notify us whenever our teachers send us homework or even tasks to do, but since Quipper doesn't notify us, we ended up failing our tasks." (Respondent 8)

"The only challenge is that Quipper doesn't notify you when there is an activity that needs to be done, so you actually just have to visit the platform or website to see if there is a new activity provided." (Respondent 13)

"The only challenge that I faced was the email problem, as they don't automatically notify me when a teacher sends an activity." (Respondent 17)

The responses show that Quipper's lack of notifications makes it harder for students to track assignments, leading to missed deadlines and added stress. Without automatic alerts, they must manually check the platform, increasing the risk of incomplete tasks. This gap in communication affects time management and learning efficiency, highlighting the need for an improved notification system to enhance student engagement and organization.

"When we have something to do and it doesn't have a notification, we have something to work on, so sometimes we miss the deadline." (Respondent 6)

"Yeah, there is a problem we faced with Quipper's slow notification that we didn't make it to answer the given activity." (Respondent 10)

"So Quipper doesn't notify us when we have a task given." (Respondent 19)

"Well, yeah, so perhaps when facing Quipper, it does not notify in my like gadget, it does not notify that there is an assigned task, so yeah, that's challenging that I faced." (Respondent 1)

"So the challenges I personally faced are when there's an activity given by the teachers, it won't notify me." (Respondent 7)

"I guess the only challenge is that no notifications, like when teachers give activities." (Respondent 9)

"Quipper does not notify me when there are assigned tasks or activities, so that is what the challenge I personally faced." (Respondent 11)

"The challenge that I faced is what I have said, the notification system doesn't really notify us, and sometimes the assignments will just be overdue." (Respondent 17)

"For me, I can't say it's a challenge but it's one of the challenges, if the teacher has given material, it won't notify like the teacher gives on Monday but until now, it still hasn't been noticed because it won't notify on gmail or like one of our accounts so that's one of the challenges in accessing Quipper." (Respondent 20)

The lack of notifications in Quipper LMS makes it difficult for students to track assignments, leading to missed deadlines and added stress. Without automatic alerts, students must manually check the platform, affecting their time management and organization.

This issue aligns with Conrado Jr. Bajenting Panerio's study, "Experiences and Acceptance of Course Facilitators Towards Quipper School LMS Utilization," which found that Quipper lacks essential features, including an effective notification system. One participant from his study noted that Quipper sometimes fails to notify users about new "To-dos," reinforcing the communication challenges students face. Similarly, Respondent 13 from this study echoed the same concern, stating that Quipper does not notify users about new activities, requiring them to manually check the platform. This lack of notifications disrupts students' workflow, making it harder to manage tasks efficiently.

Both student feedback and Panerio's research highlight that Quipper's notification shortcomings create barriers to effective learning. Addressing this issue by improving the platform's alert system would enhance user experience, reduce missed deadlines, and promote better academic organization.

2) Internet Connectivity Issues

Internet Connectivity Issues is a significant challenge learners face when using Quipper for their coursework. Since

Quipper is an online platform, students must have a stable internet connection to access lessons, complete assignments, and participate in activities. However, unreliable internet access or a lack of data can prevent students from using the platform effectively, leading to delays in coursework and missed deadlines. This barrier limits students' ability to fully engage with their learning materials, making it difficult to stay on track with their academic responsibilities. The responses below highlight this perspective:

"The main problem that I come across sometimes is the lack of internet access, or slow internet can cause you to delay your work and courses." (Respondent 3)

"Quipper is only accessible only with the internet, and sometimes I don't really have internet all the time on my phone, and that's really my challenge on Quipper." (Respondent 4)

"Yes, like if there is no internet connection or I don't have any data, I cannot do my coursework." (Respondent 5)

The responses highlight that internet connectivity issues hinder students' ability to use Quipper effectively. Unstable internet or limited data access leads to delays, missed deadlines, and difficulty completing assignments. Since Quipper lacks offline accessibility, students without reliable internet face learning disadvantages. Addressing this issue, such as by introducing offline access features, could improve accessibility and ensure equal learning opportunities.

"So, the main challenge is that we don't have internet access to use Quipper, and it wasn't clearly explained how to fully utilize its potential." (Respondent 2)

Internet connectivity issues present a major obstacle for students using Quipper LMS, as the platform requires a stable internet connection for accessing lessons, completing assignments, and participating in activities. Without reliable internet or sufficient data, students experience delays in coursework, missed deadlines, and difficulty staying on track with their academic responsibilities. The responses from students emphasize that Quipper's dependence on internet access creates learning barriers, particularly for those with inconsistent connectivity.

This challenge aligns with the study "Utilization of Quipper Application as Learning Management System in Teaching" by Romalyn C. Garcia, Alcher J. Arpilleda, MAMT, Sr. Marie Rosanne Mallillin, SPC, and Mark N. Abadiano, PhD of St. Paul University Surigao. Their research acknowledges that technical difficulties, including internet connectivity issues, hinder the effective implementation of Quipper as a learning tool. Just as Respondent 5 pointed out that a lack of internet access prevents coursework completion, the study also highlights that Quipper's online dependency limits students' engagement, particularly in areas with poor connectivity.

Both the student responses and the research findings indicate that addressing Quipper's reliance on constant internet access— such as by introducing offline access features—could enhance accessibility and provide students with a more equitable learning experience.

3) Complexity and Time-Consumption in Using Quipper LMS

One of the key challenges learners encounter when using Quipper for their coursework is the complexity of lessons and the time-consuming nature of the platform. While Quipper is designed to facilitate online learning, some students find its instructional materials more difficult to understand compared to traditional teaching methods, such as teacher-led discussions or textbooks. Additionally, navigating the platform and completing tasks can be tedious, making the learning process feel inefficient and overwhelming. These challenges highlight how Quipper's content delivery and usability can impact students' ability to engage effectively with their coursework, ultimately influencing their academic performance and overall learning experience. The responses below highlight this perspective:

"In understanding the lesson on Quipper, because for me, the pieces of information on Quipper are more complex rather to those discussed by the teachers or written in books, like the lessons on Quipper are much complicated." (Respondent 14)

"Time-consuming and sometimes a hassle" (Respondent 18)

The responses reveal that students experience difficulties in understanding lessons on Quipper due to its complex content presentation and time-consuming nature. Many students find the instructional materials more complicated than traditional methods like teacher-led discussions or textbooks. Additionally, the platform's navigation and task completion can feel tedious, making the learning process inefficient and overwhelming. These challenges suggest that while Quipper is designed to support online learning, its usability and content delivery may not always align with students' learning preferences, ultimately affecting their engagement and academic performance.

The findings highlight that students face significant challenges in using Quipper LMS due to its complex lesson materials and time-consuming nature. Many students find the platform's instructional content more difficult to understand compared to traditional teaching methods, while others struggle with its navigation and task completion, making the learning process feel inefficient. These challenges hinder student engagement, time management, and overall academic performance.

These insights align with the study "Students' Utilization on Quipper LMS: A Mixed Method" by Jeanilyn Tacadena and Amelie Chico, which found that time constraints negatively impact students' experiences with Quipper LMS. Both the student responses and their research suggest that improving lesson clarity and platform efficiency could enhance usability, reduce learning barriers, and create a more effective digital learning environment. Addressing these issues could help ensure that Quipper better supports students in their coursework.

B. How do Students Perceive the Impact of Quipper on their Learning Experience and Progress?

1) Quipper as a Productivity and Time Management Tool

Quipper helps students stay organized by providing structured coursework and deadlines, encouraging better time management. Features like to-do lists and reminders support productivity and accountability in their studies. The responses below highlight this perspective:

"It influenced me in my learning experience and academic progress to do work as per its deadline, so I would make sure not to be lazy and to submit my work on time." (Respondent 6)

"So it influenced me to be punctual about my activities and not procrastinate because it has a specific deadline." (Respondent 7)

"I believe it just improves my productivity, when it comes to answering my assignments, especially on to-do lists, I really can make it fast because it's already given to me or listed in the to-do lists." (Respondent 17)

"It can help with time management because Quipper sets deadlines for activities, allowing you to plan and submit your work on time." (Respondent 13)

The responses indicate that Quipper positively influences students' productivity and time management skills by encouraging them to meet deadlines and avoid procrastination. The structured format of assignments and the presence of to-do lists help students stay organized and complete tasks efficiently. By reinforcing discipline and accountability, Quipper supports students in managing their academic workload more effectively, ultimately contributing to a more structured and efficient learning experience.

The findings suggest that Quipper serves as an effective tool for enhancing students' productivity and time management by promoting accountability and organization. The platform's structured coursework, to-do lists, and deadline reminders help students stay on track, avoid procrastination, and efficiently complete assignments. By reinforcing discipline and punctuality, Quipper contributes to a more structured and efficient learning experience.

These insights align with the study "Quipper Utilization and Its Effectiveness as a Learning Management System and Academic Performance among BSED English Students in the New Normal" by Genesis Gregorious Genelza, which found that Quipper positively impacts students' academic performance by improving their time management and study habits. Both the student responses and Genelza's research highlight that Quipper's structured approach helps learners manage their workload effectively, making it a valuable tool for academic success.

2) The Limited Effectiveness of Quipper Due to Content Gaps and Lack of Teacher Integration

While some students find Quipper beneficial, others report that it has little to no impact on their learning experience and progress. Many feel that Quipper lacks sufficient information and is not fully utilized by teachers, making it less effective as a learning tool. Additionally, some students rely more on other platforms, such as Google Classroom, further reducing Quipper's influence on their academic growth. The responses below highlight this perspective:

"To be honest, no, for me, there is none. If we actually use Quipper itself, there is really no progress, but if it is integrated or discussed by the teacher, there is some, but based on my task discussion, it seems like there is not enough information, and it seems like the information provided is not complete. Based on my experience with teachers, they have mentioned that Quipper is not really full of information." (Respondent 20)

"It did not influence me at all." (Respondent 3)

The responses show that some students find Quipper ineffective due to limited content and a lack of teacher integration. They feel it fails to provide enough information for independent learning, making teacher support essential. Even educators acknowledge its shortcomings, highlighting the need for more comprehensive content and better instructional use to improve its impact.

"Based on my experience, Quipper hasn't really influenced my learning due to it not being of real use at all." (Respondent 4)

"It didn't affect me in any way since, like we barely use this as a learning tool, and aside from that, it only impacts when we actually use the PPT that is only provided by the teacher." (Respondent 9)

"I feel like there is nothing because mostly our lessons were discussed or used in Google Classroom." (Respondent 14)

"None, I think none, because I just don't use Quipper that much." (Respondent 16)

The findings suggest that while Quipper has the potential to support learning, its effectiveness is limited by content gaps and the lack of teacher integration. Many students feel that Quipper does not provide sufficient information for independent learning and is not fully utilized by teachers, making it less impactful as a learning tool. Some even rely more on other platforms, such as Google Classroom, further reducing Quipper's role in their academic progress. This highlights the need for more comprehensive content and stronger instructional integration to maximize Quipper's educational benefits.

These insights align with the study "Students' Utilization on Quipper LMS: A Mixed Method" by Jeanilyn E. Tacadena, Mariesel A. Laurel, and Amelie L. Chico, which found that Quipper's effectiveness depends significantly on teacher involvement and support. The study pointed out that without adequate teacher integration, students struggle to fully benefit from the platform, leading to limited engagement and reliance on alternative learning tools. Both the student responses and Tacadena et al.'s research emphasize that Quipper's impact on learning is hindered when it lacks sufficient instructional support and comprehensive content, underscoring the need for improvements in teacher utilization and platform resources.

3) Quipper as a Supplementary Learning Aid

Some students perceive Quipper as a valuable supplementary learning tool that reinforces their understanding of lessons. Rather than relying on it as a primary resource, they use Quipper to review concepts, practice exercises, and enhance their knowledge outside the classroom. Its accessibility allows students to revisit topics at their own pace, making it a useful support for their academic progress. The responses below highlight this perspective:

"It has made progress, maybe we can say progress, because some subjects have been complicity in discussions, so PowerPoint is a difficult thing to do, especially in group work, then Quipper can provide a needed presentation in an orderly manner and is understandable." (Respondent 2)

"It is helpful because when a topic is not sometimes shown in PPT, it can be seen in Quipper notes." (Respondent 11)

"Quipper has influenced my learning experience and academic progress in a good way because it provides everything, like notes, and makes the student's work organized and easy." (Respondent 12)

The responses indicate that students view Quipper as a useful supplementary tool rather than a primary learning resource. They appreciate its ability to organize and present information clearly, especially when certain topics are not covered in classroom discussions or PowerPoint presentations. The platform provides structured notes and materials that help students reinforce their understanding of lessons, supporting their academic progress. However, its role remains secondary, as students rely on it primarily for reviewing and organizing information rather than as their main source of learning.

"Based on my experience, I think it's fine because Quipper also perhaps gives PPT in its function, but I usually just use it on perhaps because the teacher just sent us again in the GC. I just used that, but it just helps me in some type of way because it gives us a test, like in the function of Quipper, it gives us a test to answer similar to that." (Respondent 1)

"Regarding the teacher's PPT, there are specific contents or topics as a quipper that only the teachers could use the PPT." (Respondent 10)

"Based on my experience, Quipper made it quick for me to learn, because I can just easily print the PDF that Quipper gave me, unlike in the past, I had to really take notes while in class." (Respondent 15)

In conclusion, the responses suggest that students view Quipper as a helpful supplementary tool that aids in reinforcing their understanding of lessons, rather than relying on it as their primary source of learning. They appreciate its ability to organize and present information clearly, making it easier to review and practice concepts outside the classroom. However, its role remains secondary, with students primarily using it for reinforcing content rather than as the main resource for learning.

This aligns with the findings of Eva Theresa Dela Cruz, Lex Chistianni M. Gonzales, Rudy Ann C. Tuayon, Vincent Louis P. Duncano, Jenny C. Cano, Alvin J. Sumampong, and Lucy L. Teves in their study, "Assessment of Quipper as Learning Management System of Saint Joseph College." Their research also highlights Quipper's role as a supplementary tool, noting that while it is appreciated for its accessibility and organized materials, students do not rely on it as the primary platform for their studies. Instead, it serves to enhance and support the learning process, reinforcing the view that Quipper is a valuable resource when used in conjunction with traditional teaching methods.

4) Challenges in Digital Accessibility and Integration

Quipper provides students with a technology-driven learning experience, allowing them to engage with digital resources that enhance their academic progress. As an online platform, it integrates various digital tools, such as interactive quizzes, study materials, and automated feedback, making learning more accessible and efficient. Students who are comfortable with technology find Quipper beneficial for organizing their coursework and improving engagement in a digital learning

environment. The responses below highlight this perspective:

"So, Quipper for me can be influenced when the questionnaire is digitized because it helps us to rely on technology for learning purposes and innovation." (Respondent 19)

"Like I said earlier, if I don't have any data or an internet connection, I can't focus on my academic progress and my schoolwork." (Respondent 5)

"I can engage easily when using Quipper." (Respondent 18)

The responses suggest that students recognize Quipper as a valuable digital learning tool that enhances engagement and supports technology-driven education. They appreciate its interactive features, such as digital quizzes, which promote innovation and independent learning. However, the effectiveness of Quipper depends on accessibility, as some students face challenges with internet connectivity, which directly impacts their academic progress. This highlights the importance of both technological integration and reliable access to fully benefit from digital learning platforms.

"Quipper may have influenced my learning experience but probably not in a positive way perhaps in a negative way since we can use the PowerPoint sent by our teacher since we usually use if using Quipper but at the same time it doesn't have structured notes which is it would use which would be very helpful if there is."

In conclusion, while Quipper offers significant advantages as a digital learning tool, some students report challenges related to its integration and accessibility. The responses from students indicate that Quipper helps them stay organized, engage with interactive features, and access study materials, thus supporting their learning progress. However, issues such as unreliable internet access and network connectivity problems can hinder students' ability to use the platform effectively. Some students also express frustration with the lack of structure and integration of content, particularly when compared to other resources like Google Classroom or PowerPoint presentations.

These findings align with the study by Rasyita Pertiwi, "Unveiling the Potential of Quipper School: A Study on Student Engagement in English Subject," which also identified challenges related to digital accessibility and integration. Pertiwi's study highlighted that network connectivity issues, software glitches, and limited facilities hinder the seamless use of Quipper, thereby affecting students' engagement and overall experience. While some students find Quipper beneficial, the study suggests that without addressing these barriers, the platform's potential as a comprehensive educational tool may be compromised.

Thus, both student responses and Pertiwi's study reveal a contrast: while Quipper is valued for its ability to organize and present educational content, its effectiveness is diminished when digital accessibility issues and lack of integration remain unaddressed. To fully unlock Quipper's potential, these barriers must be overcome to ensure a smoother and more effective learning experience.

C. What Opportunities does the Quipper Learning Management System Provide for Students to Enhance their Learning Experience?

1) Quizzes, Tests, and Instant Feedback

One of the key opportunities Quipper provides for students is the integration of quizzes, tests, and instant feedback, which enhances their learning experience. These features allow students to assess their understanding of lessons in real time, reinforcing knowledge retention and identifying areas that need improvement. Instant feedback helps learners correct mistakes immediately, promoting active engagement and self-directed learning. By offering structured assessments and immediate responses, Quipper creates an interactive learning environment that supports academic progress. The responses below highlight this perspective:

"Maybe the fact that the questionnaires gave you time to get back to the questions that you made a mistake on and correct those mistakes." (Respondent 3)

"Like when you take a test on Quipper, even if you have the wrong answer, they will provide you with the correct information." (Respondent 5)

"Like, after you finish a simple quiz, you can retake it if you have mistakes until you can master it, and you can know what the correct answer that helped me a lot to learn and master some subjects." (Respondent 15)

The responses suggest that students appreciate Quipper's quiz and test features, particularly the ability to review mistakes and receive instant feedback. This immediate correction process helps reinforce learning by allowing students to identify and address their weaknesses. The option to retake quizzes also promotes mastery of subjects, as students can continuously practice until they fully understand the material. These insights highlight how Quipper supports active learning by providing an interactive and self-paced assessment system that encourages improvement and retention of knowledge.

"When we answer in Quipper, like when you get the wrong answer, you will get the correct answer, you will get an explanation of why that answer is wrong." (Respondent 4)

"Maybe one of the features of Quipper in providing learning to students is that they give answer sheets, like after you answer, you can go back or redo if you are not perfect, and after you answer, they give a lesson, like everything. Before you get it, you get to answer it. For me, that is the big benefit of Quipper." (Respondent 20)

Overall, Quipper's quizzes, tests, and instant feedback features provide students with valuable opportunities for self-assessment, knowledge reinforcement, and mastery of subjects. The ability to review mistakes and receive immediate corrections enhances learning retention and promotes independent study. However, the platform's effectiveness depends on consistent use and accessibility.

This real-time feedback system is critical for fostering active engagement and promoting self-directed learning. The study by Mahariyanti and Suyanto (2019), "The Effectiveness of Using Quipper School Teaching Materials towards Students' Cognitive Outcomes of Eleventh Grade Students of MIPA," supports these findings by showing that Quipper's structured assessments improve cognitive abilities and enhance comprehension. The students' responses further emphasize the positive impact of these features, as they appreciate the ability to review their mistakes, receive immediate corrections, and retake quizzes for mastery. These features reinforce the importance of digital learning platforms in enhancing student engagement, improving knowledge retention, and supporting academic progress.

2) Study Materials and Notes for Learning

Quipper offers students a range of study materials and notes that enhance their learning experience by providing structured content they can review at their own pace. These resources serve as supplementary learning tools, helping students reinforce classroom discussions, clarify difficult topics, and prepare for assessments. Access to well-organized materials allows for self-directed learning, making it easier for students to stay on track with their academic progress. The responses below highlight this perspective:

"For me, it would be the notes that will show later after you answer, such as ten questions. I think that's what can be beneficial for us students since it would help us."(Respondent 11)

"Maybe the study guide they provided is a big help to the students because they could just check everything all in one place." (Respondent 13)

"It provided coursework where it simply answered Qupper-like assignments, it would see if we could gain any knowledge from the lessons provided, like the PPT that was downloaded, so there was no need to copy or write notes because it was already provided." (Respondent 14)

The responses indicate that students find Quipper's study materials and notes beneficial for their learning experience. They appreciate the convenience of having organized study guides and coursework readily available, reducing the need for manual note-taking. The accessibility of these resources allows students to review lessons efficiently and consolidate their understanding of key concepts. Additionally, the structured format of study materials, such as post-assessment notes and downloadable PowerPoint presentations, supports independent learning and better preparation for assignments and exams.

"I think when Quipper provides notes and studies." (Respondent 12)

"The handouts, the PowerPoint that they provide, and the PPT they already have." (Respondent 16)

Quipper's study materials and notes enhance students' learning by providing structured, accessible content that supports self-directed study and reinforces classroom instruction. A study by Mulyono (2016), "Using Quipper as an Online Platform for Teaching and Learning English as a Foreign Language," highlight Quipper's effectiveness in improving comprehension and cognitive outcomes. These findings confirm that Quipper's study resources contribute to better learning and performance.

3) Accessibility and Digital Learning Opportunities

Quipper provides students with accessible digital learning opportunities that support flexibility and convenience in their education. As an online platform, it allows learners to access

study materials, complete assignments, and engage with interactive lessons anytime and anywhere, making learning more adaptable to their schedules. This accessibility is particularly beneficial for students who need additional resources outside the classroom to reinforce their understanding. The responses below highlight this perspective:

"Like any other online classroom or online LMS, Quipper can provide accessibility to whatever you are like Google Classroom or Google Scholar, so I like its versatility." (Respondent 2)

"So, presentation and quiz, but it depends on the other students. While I'm watching the visual presentation from Quipper find it nice sometimes, it may be complex, but when you understand, you can fully understand the meaning." (Respondent 19)

The responses suggest that students recognize Quipper as a versatile and accessible digital learning platform, comparable to other widely used online educational tools. They appreciate its ability to provide flexible access to study materials and resources, allowing them to engage with lessons at their own pace. Additionally, Quipper's multimedia features, such as visual presentations and quizzes, enhance learning by catering to different learning styles. However, some students find certain materials complex, indicating the need for clearer instructional design to maximize comprehension.

Quipper's accessibility and digital learning opportunities significantly enhance students' educational experiences by providing flexible and versatile resources. This aligns with findings from Garcia et al. (2022) "Utilization of Quipper Application as Learning Management System in Teaching as Experienced by the Junior High School Teachers of St. Paul University Surigao", found that teachers highly utilized Quipper for assignments and practice examinations, creating educational content, and accessing analytics, indicating its effectiveness as a learning management system. This study underscore Quipper's role in providing accessible digital learning opportunities that support student engagement and academic success.

4) Limited or No Perceived Benefits

While Quipper offers various digital learning opportunities, some students perceive little to no significant benefit from using the platform. The effectiveness of an online learning management system depends on factors such as student engagement, teaching strategies, and frequency of use. If students do not actively utilize its features or if teachers do not fully integrate the platform into their instruction, its advantages may not be fully realized. Additionally, preferences for traditional learning methods or a lack of familiarity with digital tools can contribute to students' limited appreciation of Quipper. The responses below highlight this perspective:

"If you are gonna ask me about benefits, then I don't know what to answer since I much prefer not using Quipper, but it is very helpful for teachers since they can use the PPTs given by Quipper, so in that way it could also help the students." (Respondent 8)

"I don't know, only To do's if I'm correct, and we don't usually Quipper that much, and currently now only one teacher

uses us, so I don't really think there are opportunities Quipper has to offer for us to benefit that much." (Respondent 17)

"Just like question no.2, because teachers get preference in Quipper." (Respondent 18)

The responses indicate that some students do not perceive significant benefits from using Quipper, often due to limited exposure or reliance on traditional learning methods. Some students acknowledge that Quipper is beneficial for teachers, particularly in organizing lesson materials, but they do not see direct advantages for themselves. Others note that Quipper is rarely used in their classes, which reduces its impact on their learning experience. Additionally, the lack of student-centered features or engagement may contribute to the perception that Quipper primarily serves educators rather than learners. These insights suggest that maximizing Quipper's potential requires increased integration into classroom activities and a more student-focused approach to digital learning.

The limited perceived benefits of Quipper among students suggest that its full potential may not be realized due to factors like infrequent use, reliance on traditional learning methods, and the teacher-centered nature of the platform. Many students, as highlighted in the responses, feel that Quipper's usefulness is mainly directed towards teachers, particularly for organizing lesson materials and PowerPoint presentations. However, students themselves may not find sufficient opportunities to actively engage with the platform, which results in lower perceived value.

These findings align with the study by Septinawati et al. (2023), "Students' Perceptions Toward the Implementation of Quipper School as an E-Learning Platform in Teaching English," which found that some students struggle with engagement and familiarity with the platform. The study also highlighted that the lack of clear, student-centered features could lead to students viewing the platform as more of a teacher's tool rather than a resource for their own learning. This aligns with the responses of this study, where students indicated that the platform's usage is limited, with some expressing a preference for traditional methods or not using the platform enough to experience its benefits.

The challenges identified in both studies suggest that Quipper's potential can be maximized by integrating it more effectively into classroom activities and ensuring that it becomes more student-centered. Providing opportunities for more interactive and engaging content could address these concerns and foster a more positive perception of Quipper among students.

4. Conclusion

This study explored students' experiences and the perceived benefits of using Quipper as a learning platform. Based on the responses, many students appreciate Quipper's flexible tools that support self-paced learning, mastery through repetition, and accessible study materials.

One student shared, "Maybe the fact that the questionnaires gave you time to get back to the questions that you made a mistake on and correct those mistakes," highlighting how Quipper allows self-correction. Another stated, "like after you

finish a simple quiz, you can retake it if you have mistakes until you can master it and you can know what the correct answer— that helped me a lot to learn and master some subjects," emphasizing the value of repeated attempts and feedback.

Students also acknowledged the helpfulness of the provided materials. One said, "maybe the study guide they provided is a big help to the students because they could just check everything all in one place," while another added, "while im watching the visual presentation from quipper find it nice sometimes it may be complex but when you understand you can fully understand the meaning."

However, several students mentioned problems that limited their overall experience. A significant concern raised was Quipper's notification system. As one student noted, "It doesn't notify me, and I think sometimes I missed out on some to-dos because of that." This lack of real-time updates caused confusion and missed deadlines, showing how essential timely communication is for students to stay on track.

Moreover, the platform's inconsistent implementation across subjects was pointed out. One student remarked, "We don't usually quipper that much, and currently only one teacher uses us, so I don't really think there are opportunities quipper has to offer for us to benefit that much." Another added, "I much prefer not using Quipper, but it is very helpful for teachers since they can use the PPTs given by Quipper, so in that way it could also help the students."

These responses reveal that while Quipper has promising features, its effectiveness is hindered by limited usage in classrooms and technical issues, such as the notification system. For it to be a more impactful learning tool, regular integration by teachers and improved communication features are necessary.

5. Recommendation

To better support students, it is recommended that Quipper be integrated more regularly into their academic routine. Since students mentioned that they learn best when allowed to correct their mistakes and review materials at their own pace, teachers can take advantage of Quipper's retake and study guide features to help students master their lessons more effectively.

Orientation or guidance can also be given so students are aware of all the tools and features available to them on the platform. This would help those who mentioned that they are only familiar with the "to-do" tasks or are unsure about how Quipper works. For instance, one student stated, "I don't really use it that much or understand the benefits, but it helps me complete some tasks sometimes." This suggests a gap in understanding that can be addressed with clearer instruction and support.

Additionally, collecting continuous feedback from students about their experience can help improve how Quipper is used in the classroom. Students' honest comments—like, "Quipper can provide accessibility to whatever you are like google classroom or google scholar so i like its versatility"—can serve as insight into what works and what needs improvement.

Overall, if Quipper is used with more intention and students are guided to make the most out of its features, it can be an effective platform to support student learning in a variety of subjects.

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