CHAPTER 1
INTRODUCTION

1.1 Background Of The Study

Information technology has entered the world of education and has the impact of providing added value in the learning process. This relates to the increasing need for information on science and technology, not all of which are obtained in the school environment (Bariah., 2019). Teachers need to create models or an effective way to learn and assist students in understanding the development of related courses (Prameswari & Budiyanto, 2017). An essential function for educators in evaluating student learning is to provide feedback to students in considering the effectiveness and efficiency of the learning process (Wahidmurni, Mustikawan, & Ridho., 2010). Student learning assessment is defined as various procedures to obtain student learning information and determine decisions related to student performance or learning outcomes (Miller, Linn, & Gronlund., 2012). Petency achievement or student learning outcomes during the learning process. Assessment of learning outcomes is an activity of standardizing student learning outcomes which is carried out through two main activities, namely assessment activities which are interpreted as collecting learning outcomes and evaluation as standardizing activities or processing learning outcomes (Asrifah et al., 2022).

Therefore, in learning in schools, skills assessment is important to carry out. Skills assessment is an assessment carried out to measure the level of achievement of imitation, the competence of students' skills, such as the ability to manipulate, articulation, precision and naturalization (Kunandar., 2013). The advantages of skill assessment are that it motivates students to show their maximum abilities, can directly observe students' skills and prove what students have learned in application. While the drawback is that it is difficult to do with a large number of students, requires accuracy in assessing performance and teacher professionalism is highly emphasized because observing / assessing various skills (Kurniasari & Adri., 2022). Disruptive technology negatively impacts learning institutions is not so much shown in general closely related to specific professions (Ishaq., 2021). The types of

skills assessment in the 2013 curriculum include project, performance, and portfolio assessments.
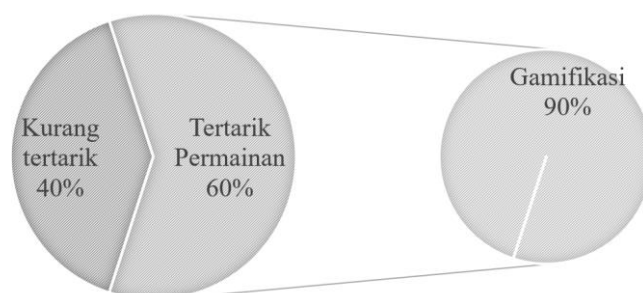

Figure 1.1 Descriptive Analysis Results from Game Learning Research

(Source: Rahardja et al., 2018)

The previous study involved 183 participants, all of whom had student status. Descriptive analysis of these results obtained that 60% more participants like games and 90% more participants are interested in participating in learning mathematics with the gamification model (Rahardja et al., 2018). The study obtained the view that someone likes games because they are fun, have the effect of eliminating boredom, right for developing thinking skills, socializing, facing challenges, a means of sharing new knowledge, competing and recognizing what can't be done. Someone dislikes game or even hates them because they feel they are just wasting time, get bored easily, provoke or fear addiction and are not interested in certain games.

Using technology can save time and cost of implementing learning evaluations (Saputra et al., 2017). Lack of instructional media typing speed appropriate to the circumstances in the classroom (Widodo et al., 2017). Based on the problems described previously, qualitative research needs to be done to find out which learning media is usually more interesting by adding gamification elements.

1.2 Research Questions

Based on the research background, the problem formulation set are:

a. How does the homeroom teacher use the gamification model in conducting learning assessment?

b. How does the homeroom teacher feel while inputting student learning outcomes?

1.3 Scope Of Research

Based on the formulation of the problem, restrictions are needed so that the research objectives can be achieved without deviating. The following are the restrictions of the research, namely:

a. The use of the gamification model focuses on the experience of homeroom teachers who conduct learning assessments.

b. The influence of homeroom teachers when conducting daily input of student learning observation results using the gamification model.

c. The research time is limited to when homeroom teachers conduct the learning assessment process, which is one semester or 23 weeks.

d. The research location is in 3 junior high schools in Purwakarta area.

e. The independent variable is the use of gamification model, the dependent variable is the effectiveness of learning assessment conducted by homeroom teachers.

1.4 Research Objectives

The objectives achieved from the research conducted are:

a. Knowing the results of using the gamification model by homeroom teachers in conducting learning assessments.

b. Knowing the effect of homeroom teachers' character in conducting learning assessments of student learning outcomes.

1.5 Research Benefits

The benefits of the research provide insights to users of gamification-based media implemented by homeroom teachers. Homeroom teachers use a system that can record student learning assessments through a qualitative approach. The benefits achieved in the research are:

a. Provide an analysis of the use of gamification by homeroom teachers in learning assessment.

b. Using gamification in triggering effectiveness in addition to gaining interest in fun characters.

1.6 Organization of Study

This research paper is divided into five chapters, as listed below.

Chapter I Introduction

This chapter presents the background of the study, research questions, scope of the research, research objectives, research benefits, and organization of study.

Chapter II Literature Review

In this chapter, the theories used in this research, including theories about gamification, homeroom teachers, learning assessment, and EMIS are discussed in this chapter.

Chapter III Research Methodology

The research methodology is discussed in this chapter. This chapter explains the type of research, research design, population and sample, instruments such as interview, observation and document analysis, data collection techniques, and data analysis techniques.

Chapter IV Findings and Discussion

This chapter discusses the research findings obtained from the research methodology.

Chapter V Conclusion and Recommendation

This chapter contains research implementation, conclusions, and recommendations for further research.