

## CHAPTER III METHODOLOGY

The method used in collecting complex data was qualitative (Flick, U. 2018). The data discussed is ambivalent. Seeing the conflict between using conventional methods or using a gamification model. Collection of complex and subjective data from the experiences, opinions, perceptions and feelings of the subject under study (Han, I. 2020).

### 3.1 Type of Research

The use of qualitative in terms of case study research types. Case study research is used to explore phenomena that occur in one or more specific subjects or units (Larkin, M., Shaw, R., & Flowers, P. 2019). Case studies can be used to collect data through interviews, observations, and document analysis (Alam, M. K. 2020). The data collected will then be thematically analyzed to find patterns or themes that emerge from the data. Case study research can be used to explore complex issues or phenomena and can include in-depth analysis of individuals. (Schoch, K. 2020).

Descriptive case study research type is used in qualitative use. Description of phenomena or problems that are already known in detail. Research that describes clearly and carefully the gamification model used by homeroom teachers. In this case, the type of qualitative research involving homeroom teachers in learning assessment involve in the following Figure 3.1

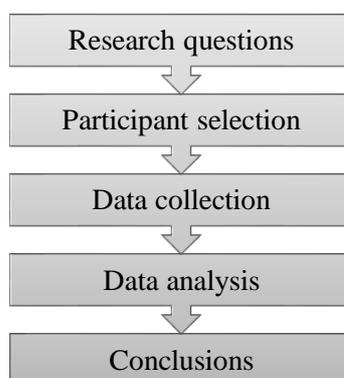


Figure 3.1 The Steps of Qualitative

(Source: Author., 2023)

- a. Research question development. The researcher would develop a research question that addresses the issue of interest related to homeroom teachers and their role in learning assessment.
- b. Participants selection. Homeroom teachers who have been involved in the learning assessment process would be selected as participants.
- c. Data collection methods. Data collection methods may include in-depth interviews with the homeroom teachers, observations of the teachers during the assessment process, and a review of relevant documents such as assessment reports, policies, and procedures.
- d. Data analysis. The collected data would be analyzed to identify patterns, themes, and perspectives related to the research question.
- e. Findings and conclusions. Based on the analysis of the data, the researcher would present findings and draw conclusions about the role of homeroom teachers in the learning assessment process.

This type of qualitative research can provide valuable insights into the experiences and perspectives of homeroom teachers, and can inform the development of policies and practices related to learning assessment. Qualitative study is a research approach that emphasises an in-depth understanding of a social phenomenon from the perspectives expressed by research participants (Mohajan, H. K. 2018). The main objective of a qualitative study is to produce an in-depth, detailed, and detailed description of the experiences, beliefs, values, and attitudes of individuals or groups in a specific social context (Yates, J., & Leggett, T. 2016). The approach is appropriate for research related to complex social phenomena, such as education policy, teaching and learning, learning motivation, and curriculum development (Chiu, T. K., & Chai, C. S. (2020).

The gamification model is an approach that can be used to increase homeroom teachers' motivation and participation in conducting learning assessment. In an educational context, gamification involves the use of game elements in learning activities, such as rewards, points, levels and challenges (Saleem, et. al., 2022). The main purpose of gamification is to increase learners' engagement and motivation in learning.

In this study, the use of gamification model is used to assist homeroom teachers in conducting learning assessment. Learning assessment is an important activity in the learning process that aims to measure learners' achievement of expected competencies (Ikhwan, A. 2019). However, learning assessment conducted by classroom teachers is often considered a monotonous and uninteresting activity (Yeager, et. al., 2014). In this context, the gamification model can help homeroom teachers record learning assessments that are more interesting and challenging. With the use of game elements, such as rewards and points, homeroom teachers can increase motivation and engagement in learning assessment activities.

A qualitative study was used in this research to understand the experiences of homeroom teachers who use the gamification model in conducting learning assessment. The qualitative study allowed the researcher to understand the homeroom teachers' processes and experiences in using the gamification model, as well as to identify factors that influence the successful use of the gamification model in learning assessment. In this study, the data collection technique used was in-depth interviews with classroom teachers who used the gamification model in conducting learning assessment. The data obtained from the interviews were then thematically analysed to identify the themes that emerged in the classroom teachers' experiences in using the gamification model (Zainuddin, et. al., 2020). The results of this study can provide a deeper understanding of the use of gamification models in conducting learning assessment by homeroom teachers. Thus, the results of this study can contribute to the development of more innovative and engaging learning assessment strategies for homeroom teachers. In addition, this study can also provide recommendations to homeroom teachers on the right way to use the gamification model in conducting learning assessment that can increase motivation and engagement.

However, it is important to remember that qualitative studies have limitations that need to be considered (Mayer, I. 2015). These limitations relate to the validity and reliability of the data obtained, as well as the generalisation of the research results to a wider population (Parker, L. D., & Northcott, D. 2016). In terms of validity, data obtained in qualitative studies can be influenced by the

subjectivity of researchers in data interpretation and analysis (Rose, J., & Johnson, C. W. (2020). Therefore, efforts are needed to minimise bias in data collection, analysis and interpretation. In terms of reliability, qualitative studies also have limitations in the use of limited samples and data collection methods that may be inconsistent (Hennink, M., & Kaiser, B. N. 2022). Therefore, efforts need to be made to ensure consistency in data collection and data analysis.

In addition, research results obtained from qualitative studies are less generalisable to a wider population. (Lerigo-Sampson, M. 2022). This is because the samples used in qualitative studies are less representative of the wider population (Maxwell, J. A. 2021). Therefore, further research is needed using a larger and more representative sample to be able to generalise the research results.

In conclusion, a qualitative study is a research approach that is very useful in understanding the experiences of individuals or groups in a specific social context. In this study, a qualitative study was used to understand homeroom teachers' experiences in using the gamification model in conducting learning assessment. The results of this study can contribute to the development of more innovative and engaging learning strategies for homeroom teachers, as well as provide recommendations on the right way to use the gamification model in conducting learning assessment.

### **3.2 Research Design**

Qualitative research design is a method used to collect and analyze subjective data (Asenahabi, B. M. 2019). Data collected through interviews, interviews and document analysis as shown in Figure 4. This design is used to understand social phenomena, behavior, and perceptions of individuals (Ajzen, I. 2020) homeroom teacher. The type of qualitative research design used, namely case studies. The case study design is used to examine one specific case. Case studies can be used to explore complex issues and to discover previously unknown facts (Yaqoob et al., 2019).

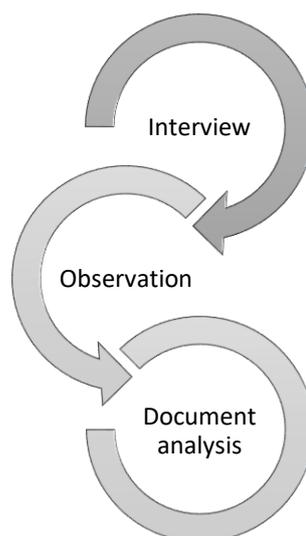


Figure 3.2 Qualitative Research Data Collection

(Source: Author., 2023)

Interviews are also used to collect data through conversations between researchers and respondents (Husband, G. 2020). The research design used interviews with homeroom teachers who conduct learning assessment. The purpose of the interviews was to gain an understanding of teachers' experiences and perspectives on the learning assessment process (Naimi-Akbar, et. al., 2020). Participants were classroom teachers who had been involved in implementing learning assessment. Interviews are a method of data collection that is carried out by interviewing certain individuals or groups to obtain the information needed in the research (Powney, J., & Watts, M. 2018). Interviews can be used to obtain data from various points of view, such as perceptions, experiences, attitudes, or views on a topic or phenomenon (DeJonckheere, M., & Vaughn, L. M. 2019).

The researcher ensured that participants' rights were protected by obtaining informed consent, ensuring anonymity and confidentiality, and avoiding harm to participants. This research design provides an in-depth exploration of teachers' experiences and perspectives regarding the learning assessment process (Carter, J. (2020). It allows the researcher to gain a rich understanding of the subject matter and can inform the development of policies and practices related to learning assessment (Levitt, et. al., 2017).

Observation is the process of collecting data through direct vision, hearing, or feeling of the object or phenomenon being observed (Ciesielska, et. al., 2018). Observation is one of the research methods used in qualitative studies to understand complex social phenomena and contexts (Mohajan, H. K. 2018). Thus, using observation to collect data in qualitative studies is necessary to understand the issues in the research on the use of gamification models by homeroom teachers more clearly.

Document analysis is a technique used to analyse information contained in written documents (Sileyew, K. J. 2019). This technique allows researchers to collect data from various types of documents such as reports, articles, books, notes, or other documents. Document analysis is a very popular research method in various disciplines such as sociology, psychology, political science, management, and education.

In the context of using the gamification model for classroom teachers in implementing learning assessment, document analysis can be used to analyse documents related to the gamification model. These documents can be in the form of guidelines, manuals, notes or reports related to the use of gamification models in learning assessment.

### **3.3 Population and Sample**

The population in qualitative research is the group of individuals or subjects to be studied (Yates, J., & Leggett, T. 2016). The population consists of individuals from educational units who have the same problems. Meanwhile, the sample in qualitative research is the selected subject. Selection of subjects based on Figure 5 to serve as research objects that represent the population (Pandey, P., & Pandey, M. M. 2021). Sample selection in qualitative research is often done purposively or selected. The criteria used are determined by the researcher to select the sample.

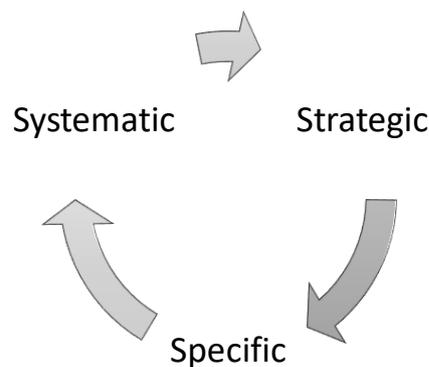


Figure 3.3 Theoretical Sampling

(Source: Author., 2023)

Sample selection methods used in qualitative research include theoretical sampling. Theoretical sampling is used to find samples that represent the categories or constructs tested in the hypothesis (Conlon et al., 2020). The selection of the right homeroom teacher sample is very important in qualitative research because the selected sample will be used to represent the population under study. Qualitative research aims to explore issues in depth from the selection of homeroom teachers as the main role that carries out learning assessment to students.

### 3.4 Instruments

Instruments in qualitative research are tools used to collect data (Malmqvist et al., (2019). Several types of instruments used in qualitative research, including:

#### 3.4.1 Interview

Interview is a method used to collect data through conversations between researchers and respondents (Busetto, L., Wick, W., & Gumbinger, C. 2020). Interviews can be structured depending on the research objectives.

The in-depth interviews were structured, with a series of questions as listed in Table 2 below. The data collected will be analyzed using qualitative methods involving coding the data, identifying themes and patterns, and interpreting the data to draw conclusions related to the research objectives.

Table 3.2 Interview Questions and Objectives

Questions	Objectives
What is your perspective on gamification in learning assessment?	Describing homeroom teachers' perceptions of the gamification model in learning assessment
How do you apply gamification in learning assessment?	Observing the application of gamification model in learning assessment
What are the advantages and disadvantages of using gamification in learning assessment?	Determining the advantages and disadvantages of using gamification in learning assessment.
What results did you get after applying gamification in learning assessment?	Analyzing the results of homeroom teachers who use the gamification model in learning assessment.
Are games appropriate for use in learning assessment?	Knowing homeroom teachers' views on the use of games as learning assessments.

In the context of this study, interviews were used to obtain data from homeroom teachers in implementing learning assessment using the gamification model. The gamification model is an approach that applies game elements in a non-game context to increase motivation, participation and engagement in an activity or process. In an educational context, the gamification model can be used to increase homeroom teachers' motivation and participation in the learning assessment process (de la Peña, et. al., 2021). In the context of this research, interviews were conducted to obtain data from homeroom teachers who have used the gamification model in conducting learning assessments (Zou, D. 2020). The data obtained from the interviews will then be analysed to understand the classroom teachers'

experiences, perceptions and views on the use of gamification models in the context of learning assessment.

In conducting interviews, there are several techniques and strategies that can be used to obtain accurate and meaningful data (Gray, et. al., 2020). One strategy is to use open-ended questions. Open-ended questions allow the interviewee to provide more detailed and elaborate answers, thus allowing the researcher to understand the interviewee's point of view more deeply (Roberts, R. E. 2020).

In conducting interviews, researchers also need to pay attention to factors such as the setting and context of the interview, interview ethics, and the communication skills and empathy of researchers in building relationships with interviewees (Krause, J. 2021). These factors can affect the quality of data obtained from interviews. In analysing interview data, there are several analytical techniques that can be used, such as thematic analysis, narrative analysis, or grounded theory analysis (Kiger, M. E., & Varpio, L. 2020). The analysis technique used depends on the research objectives and the data obtained from the interview.

Overall, interviews are one of the most important data collection methods in qualitative research (McGrath, et. al., 2019). In the context of this study, interviews were used to obtain data from classroom teachers about their experiences in using the gamification model in the context of learning assessment. The data obtained from the interviews will then be analysed to understand the classroom teachers' perceptions, experiences (Powell, C. G., & Bodur, Y. (2019) and views on the use of gamification models in the context of learning assessment.

### **3.4.2 Observation**

Observation is a method used to collect data through direct observation of individuals or groups (Nakamura et al., 2020). Observation can be done in a participant manner. In addition, participant observation is used to collect data through direct observation of individuals. The researcher acts as an observer or as part of the group being observed (Allan, G. 2020).

Table 3.3 Activity Description in Observation

Description of activity	Observer	
	Yes	No
Providing feedback and grades on every assignment given by homeroom teachers.		
Homeroom teachers' interaction and ease of using the media with the gamification model in inputting learning assessments.		
Homeroom teachers' positive reactions to conducting learning assessments using gamification media.		
Homeroom teachers can overcome problems that arise when implementing gamification in learning assessment.		

In the context of using gamification model for homeroom teachers in conducting learning assessment, observation can be one of the effective methods to collect data about homeroom teachers' interaction during the process of recording learning assessment. Observation can provide information about homeroom teachers' skills and abilities in providing insights into their mastery of the gamification model (Kamalodeen, et. al., 2021).

Observations were conducted in the form of non-participatory observation (Chandra, O. H. (2021). Non-participatory observation involves the researcher only observing the subject from afar without directly engaging in interaction with the subject (Mwita, K. M. 2022). Observations were also classified as closed observations. Closed observations are conducted using control lists or measurement scales to obtain more structured and specific data (Borrelli, et. al., 2021).

In qualitative research, observation is usually conducted in a natural environment or in an actual place, such as a classroom (Cheng, K. H., & Tsai, C. C. 2019). During the observation process, researchers may use techniques such as field notes, interviews, or participatory observation to gain a deeper understanding of the observed phenomenon. In the context of using gamification models, observation can be used to gain an understanding of how teachers implement gamification elements in the learning assessment process, as well as how they respond to the use of gamification models in the learning assessment process. Observation can also help identify factors that influence the effectiveness of using gamification models in learning assessment (Rajani, et. al., 2021).

In conclusion, observation is one of the important methods in qualitative research and can be used in the context of using the gamification model for homeroom teachers in conducting learning assessment. In conducting observations, researchers should pay attention to the techniques and approaches used, and ensure that the data obtained are accurate and valid.

### **3.4.1 Document Analysis**

Document analysis is a method used to analyze data stored in documents, such as notes, reports, or texts (Lewis, C., & Young, S. 2019). Document analysis can be used to explore past events or to understand the development of current issues (Afrina, et. al., 2021). In using the gamification model for classroom teachers in implementing learning assessment, document analysis can be used to analyse documents related to the development and implementation of the gamification model. The documents that can be analysed include the gamification model development guidelines, the gamification model usage guidebook, and the gamification model implementation evaluation report (Manzano-León, et. al., 2021).

Document analysis can help researchers understand how the gamification model can be applied in learning assessment. In addition, document analysis can also help researchers identify factors that influence the success or failure of gamification model implementation in learning assessment (Zainuddin, et. al., 2020). In conducting document analysis, researchers must pay attention to several things (Kyngäs, et. al., 2020). First, researchers must ensure that the documents analysed are relevant to the research topic. Secondly, the researcher must pay attention to the social, political and cultural context in which the documents were created. Third, the researcher must choose the most appropriate analytical technique to use in analysing the document.

Use document analysis based on Table 3.4 to analyze data stored in documents, such as notes, reports, or texts (Dreisbach et al., 2019). Document analysis can be used to explore past events or to understand the development of current issues.

Table 3.4 Document Analysis of Previous Research

<i>Author</i>	Field of Study	Method	Study Result
Fernandez-Antolin, M. M., del Río, J. M., & Gonzalez-Lezcano, R. A. (2021).	The use of gamification in higher technical education: perception of university students on innovative teaching materials.	Document analysis	The learning through such innovative materials was mainly influenced by the difficulties encountered by the students due to the non-use of BPST during their previous training, the high motivation of the students regarding the easy acquisition of theoretical concepts

			through the use of numerical analysis, and the high concern of the students regarding their poor background in environmental issues. Finally, the innovative design of teaching materials significantly affects students' motivation and therefore their learning process.
Manzano-León, A., Camacho-Lazarraga, P., Guerrero, M. A., Guerrero-Puerta, L., Aguilar-Parra, J. M., Trigueros, R., & Alias, A. (2021).	Between level up and game over: A systematic literature review of gamification in education.	A systematic review, following the recommendations of the pre-established reporting elements for systematic reviews and meta-analyses (PRISMA)	Educational gamification has a potential impact on the academic performance, commitment, and motivation of students. Therefore, this study implies the need to expand research on the needs and challenges of students when learning with gamified techniques.
<i>Nugroho, W. A., &amp;</i>	Gamification and Massive Open Online	Literature study approach	The result is that the MOOC does not require the full level

<i>Rini, D. P. (2021)</i>	Course (MOOC) is a new phenomenon in open learning and is known as a good strategy to improve the quality of education.		of completion of traditional courses which is usually considered a success. In addition, gamification can increase the effectiveness of MOOC to be able to overcome the main problems in its application through the use of important elements in gamification.
Rojas-López, A., Rincón-Flores, E. G., Mena, J., García-Peñalvo, F. J., & Ramírez-Montoya, M. S. (2019).	Engagement in the course of programming in higher education through the use of gamification.	Werbach and Hunter game design framework.	Gamification in the classroom contributes to increasing student engagement to successfully complete challenges; therefore, the pedagogical strategies researched can be applied to other subjects.
<i>Hasri, S., Basori, B., &amp; Maryono, D. (2019).</i>	The purpose of this study was to determine whether	quasi-experimental method (quasi experimental design) with	The results showed interest in the control class decreased 6.6% and learning outcomes increased

	Kahoot-based game-based learning models can influence learning interest and learning outcomes of participants being educated.	pretest- posttest control design	by 2.8%. The results of the experimental class study showed interest in learning increased by 6.7% and learning outcomes increased by 9.9%. there are differences & improvements with the use of Kahoot.
Cunha, G. C. A., Barraqui, L. P., & De Freitas, S. A. A. (2018, October).	Evaluating the use of gamification in mathematics learning in primary school children.	Used the Octalysis structure proposed by Yu Kai-Chou	Use of games, as an initiative to empower students, creating meaningful relationships in the student learning process.
Widodo, Y., Yuana, R., & Maryono, D. (2017).	This research aims to design and create media applications that will be used to train the speed and accuracy of typing in the classroom.	Object research method is a research activity that aims to obtain data by collecting and recording and then analyzing the data that is done systema-	Implementation of the user level is intended to secure the data from unauthorized third parties so that only students and teachers can see the results of learning. Furthermore, the application also gives teachers the

	Lack of instructional media typing speed appropriate to the circumstances in the classroom was the background of this research.	tically based on knowledge.	opportunity to participate in learning, a way to create and change the questions used for the exercise.
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The instruments used in qualitative research affect the outcome of the research (Bloomfield, J., & Fisher, M. J. 2019). Researchers ensure that the instruments used are in accordance with the research objectives and can be relied upon to collect the data needed (Sileyew, K. J. 2019). Researchers conducted a trial beforehand on the instrument to be used. The trial was to ensure the validity and reliability of the instrument.

In document analysis, there are several steps that must be taken. First of all, the researcher must determine the documents to be analysed (Sundler, et. al., 2019). The documents must be related to the research topic being conducted. After that, the researcher must read the documents carefully to understand the content of the documents (Rashid, et. al., 2019).

After understanding the content of the document, the researcher can choose the most appropriate analysis technique to use. Analysis techniques commonly used in document analysis include content analysis, discourse analysis, and critical discourse analysis (Jacobs, T., & Tschötschel, R. (2019).

Content analysis is an analytical technique used to identify and categorise units of analysis contained in documents. These units of analysis can be words, phrases, or sentences. This technique is useful for revealing patterns that appear in documents and identifying themes or issues related to the research topic.

In the context of using the gamification model for classroom teachers in implementing learning assessment, document analysis can be used to identify documents related to the use of the gamification model in learning assessment (Zainuddin, et. al., 2020). After that, the most appropriate analysis technique can be selected to be used in analysing the documents.

In qualitative studies, document analysis can be used as a data collection method. In addition, document analysis can also be used as a data analysis technique. In qualitative studies that use document analysis techniques, data obtained from documents can be used to gain a deeper understanding of the phenomenon under study (Kyngäs, H. 2020).

In using the gamification model for classroom teachers in implementing learning assessment, document analysis can be used as a data collection method and data analysis technique. By using document analysis techniques, researchers can gain a deeper understanding of the development and implementation of gamification models in learning assessment (Kalogiannakis, et. al., 2021). This can help classroom teachers in improving the quality of learning assessment and increasing students' motivation in learning.

### **3.5 Data Collection Techniques**

Data collection techniques in qualitative research depend on the research objectives and design used (Doyle et al., 2020). Techniques used in qualitative research include:

- a. Interviews are conducted using open-ended questions to obtain information from respondents (Nanibaa'A et al., 2019). Interviews were conducted individually. Homeroom teachers were interviewed to evaluate the effectiveness of gamification in learning assessment. In the implementation, audio recording was used to record the conversation and ensure good sound quality. The interview setting was comfortable and quiet to facilitate

homeroom teachers' openness and honesty in speaking. Interviews with homeroom teachers were conducted with pre-formulated basic questions and asked for further details based on the answers received. Record the answers received in detail and make sure not to influence or filter the homeroom teachers' answers. After data collection is complete, analyze the data by comparing the homeroom teachers' answers with the predetermined standards or criteria.

- b. Observation is done by observing and recording events or occurrences that occur (Bouwer, L. M. 2019). Observation can be done in a participatory manner. The purpose of the observation and focus on the aspects to be studied, such as student interaction with gamification, use of technology, and the final results of the assessment. Observation instruments help measure and record homeroom teachers' behaviors and activities during the learning assessment process. Observations are also conducted in a comfortable and non-disruptive manner to ensure accurate results. Start the observation and focus on the predetermined aspects. Record the homeroom teacher's behavior and activities during the learning assessment process. In addition, record the observations systematically and ensure not to filter or influence the data collected. After data collection is complete, analyze the data by comparing the observation results with the predetermined standards or criteria.
- c. Document analysis is conducted by analyzing various types of documents such as letters, reports, books, or relevant records (Gorsky, M., & Mold, A. 2020). Identification of documents relevant to learning assessment using gamification, in national and international journals. Analysis instruments were created to help compare and evaluate the analyzed documents. Start by reading and understanding the documents to be analyzed, then apply the analysis instruments to evaluate and compare the information found.

### 3.6 Data Analysis Techniques

Detailed data analysis and data validation by finding patterns, themes or categories in the research (Jensen, F. W., & Gade, P. N. (2022)). Data analysis techniques in qualitative research vary, depending on the type of data collected and the design used. The data analysis technique used in qualitative research focuses on analyzing the interview transcripts listed in Table 5. Analysis of interview transcripts is done by reviewing the text of the interview transcripts to find themes and patterns relevant to the research (Johnson et al., 2021). Data analysis techniques have advantages based on the type of data collected and the design used.

The advantages of analyzing interview transcripts are:

- a. Collects very detailed and in-depth data from interview subjects.
- b. Evaluate subject statements consistently and objectively.
- c. Analyzed data from a large number of interviews using qualitative analysis techniques.

Table 3.5 Question Interview

No	Questions
1	What is your perspective on gamification in learning assessment?
2	How do you apply gamification in learning assessment?
3	What are the advantages and disadvantages of using gamification in learning assessment?
4	What results did you get after applying gamification in learning assessment?
5	Are games appropriate for use in learning assessment?

The interview transcript data analysis technique is one of the qualitative data analysis techniques used to gain a deeper understanding of the respondents' perceptions, views and experiences related to the research topic (Pessoa, et. al., 2019). The interview transcript data analysis technique can be used to analyse data from interviews conducted with respondents (Deterding, N. M., & Waters, M. C. (2021).

In using the gamification model for homeroom teachers in carrying out learning assessment. The interview transcript data analysis technique can be used to analyse data from interviews (Deterding, N. M., & Waters, M. C. 2021) with homeroom teachers related to the development and implementation of the gamification model. Data obtained from interviews with classroom teachers can be used to gain a deeper understanding of classroom teachers' experiences and views related to the development and implementation of gamification models in learning assessment.

The process of analysing the interview transcript data starts with transcribing the interview into written text (Puppis, M. 2019). After that, the text can be analysed using content analysis techniques. The analysis technique used should be based on the research objectives and the data obtained from the interview transcripts (Jain, N. 2021).

Basically, the technique of analysing interview transcript data has several advantages (Vindrola-Padros, C., & Johnson, G. A. (2020). Firstly, this technique can provide a deeper understanding of the respondents' views, experiences, and perceptions related to the research topic (Alea, et. al., 2020). Secondly, this technique can help researchers to obtain rich and comprehensive data (Yang, et. al., 2020). Third, this technique can help researchers to find patterns or themes in the data obtained (Chun Tie, et. al., 2019).

However, the interview transcript data analysis technique also has some disadvantages (Parameswaran, et. al., 2020). Firstly, this technique requires sufficient time and resources to transcribe and analyse the data (Mikalef, et. al., 2019). Secondly, this technique is highly dependent on the quality of the interview transcriptions (Eppich, et. al., 2019). If the transcription is not accurate, then the resulting data analysis will also not be accurate. Thirdly, this technique is also prone to researcher bias in the data analysis process (Johnson, et. al., 2020).

In using the gamification model for homeroom teachers in implementing learning assessment, the interview transcript data analysis technique can be used as a data collection method and data analysis technique. By using interview transcript data analysis techniques, researchers can gain a deeper understanding (Nascimento, L. D. S., & Steinbruch, F. K. (2019) of homeroom teachers' experiences and views related to the development and implementation of gamification models in learning

assessment. This can help homeroom teachers in improving the quality of learning assessment and increasing motivation in learning.