

CHAPTER V

CONCLUSION AND RECOMMENDATION

Learning is a complex and diverse process, depending on various factors including teaching methods, students' needs and characteristics, and teachers' ability to evaluate learning outcomes. As an educator, a teacher's main task is to teach and evaluate students' progress in the learning process.

In this digital and technological era, there are many models and methods that teachers can use to help them evaluate student learning outcomes. One model that is currently popular and widely used is the gamification model.

Gamification is the use of gaming principles and elements in a non-gaming context to increase student motivation, engagement and participation in the learning process. In this model, teachers can use elements such as points, levels and rewards to encourage students to be more enthusiastic in learning and achieving the learning objectives that have been set.

In a qualitative study conducted to evaluate the use of gamification model for classroom teachers in conducting learning assessment, it was found that this model is very effective in increasing students' motivation and engagement in the learning process. Teachers also feel easier and more comfortable in conducting learning assessment using this model.

Based on the results of this study, it can be concluded that the use of gamification models for classroom teachers in conducting learning assessments is very effective and can improve student learning outcomes. Therefore, it is recommended that classroom teachers consider using this model in their learning process to increase student engagement and motivation, and improve overall student learning outcomes. Therefore, a full explanation of the conclusions and recommendations can be found in the following points

5.1 Conclusion

This study aims to investigate the use of gamification model as a tool for homeroom teachers to conduct learning assessment. In the context of education, learning assessment is crucial as it can provide valuable feedback to teachers and students on the extent to which learning objectives are achieved. However, learning

assessment can be a complicated and time-consuming task for classroom teachers, especially if done manually or traditionally.

In this study, the researcher used a qualitative approach by collecting data through in-depth interviews with three homeroom teachers in a junior high school in Purwakarta area who used the gamification model as a tool in conducting learning assessment. The results showed that the use of gamification model helps classroom teachers in several ways.

Firstly, the gamification model can help homeroom teachers motivate students to study harder and be more focused. In this model, homeroom teachers earn points or rewards by performing good tasks or showing improvement in achievement. These rewards can be in the form of class awards, digital prizes, or points that can be redeemed for other rewards. Therefore, this model incentivises homeroom teachers to try harder to learn.

Secondly, the gamification model can help homeroom teachers in reducing their workload in conducting learning assessment. In this model, homeroom teachers can use specialised platforms or apps to collect learning assessment data. In this way, classroom teachers no longer need to conduct assessments manually or traditionally, which is time-consuming and could risk errors.

Third, the gamification model can help classroom teachers monitor student progress in real-time. In this model, classroom teachers can monitor student progress and provide detailed feedback.

From the results of the study, it can be concluded that the application of gamification strategies to homeroom teachers who conduct learning assessments interest in fun characters, overcomes boredom with challenges and competition, gains new knowledge, and improves thinking skills to strengthen social interactions. The use of the system from the beginning, login, username and password, login process Input class and learning assessments, badges and awards, assignment assignments, task notifications have been given and completed. The results of the analysis obtained from the product process work carried out showed satisfactory results. The analysis is based on student data with a comparison of the assessments entered by the homeroom teacher in order to obtain an efficient assessment. The data of the students obtained the results of high interest, attraction,

thinking skills and knowledge compared to the competition and challenges factors. while the assessment that became the evaluation in the assessment obtained good results in the factors of knowledge, thinking skills, challenges and interest of homeroom teachers. But not too decreased in interaction and competition factors for homeroom teachers who use gamification media.

Gamification is the process of applying game elements in non-game situations, such as learning. In a teaching context, gamification models can be applied by rewarding students who achieve certain goals, introducing an element of competition in the classroom, or making learning tasks more interesting and more fun.

In a qualitative study conducted to evaluate homeroom teachers' use of the gamification model for learning assessment, researchers used in-depth interviews and direct observation to collect data from homeroom teachers who use this model in their classrooms. The results showed that the use of gamification model can increase students' motivation and engagement in the learning process, as well as provide a more enjoyable learning experience.

However, the research also shows that the use of gamification model should be done with caution and needs to be carefully considered to ensure that it is suitable for the specific learning situation. For example, some homeroom teachers found that the use of gamification models can be more effective in larger classes and for students with different ability levels.

Overall, the results of this study show that using gamification can enhance the learning experience and make it easier for homeroom teachers to conduct learning assessment. However, further research is needed to evaluate the effectiveness and efficiency of using this model in various learning contexts.

5.2 Recommendation

Research carried out to the stage of product design validation by a teacher who became the target of testing and improvement. Hope for further research to complete it to mass production so that it can achieve prosperity in education. Based on research that has been conducted on the use of gamification models by homeroom teachers in striving for effective learning assessment. Recommendations are given to the parties concerned as follows:

1. Homeroom teacher

Utilization of information and communication technology media that is easily accessible through smartphones. Teachers utilize the media in recording learning assessments carried out daily. Teachers must be ready to follow and adapt to technology so that the implementation using gamification media can be achieved effectively.

2. School

Facilities that become tools/sources in the use of homeroom teachers can be well supported and supervised. This can improve the quality of homeroom teachers in conducting daily learning assessments for students. Training can also be organized by schools to socialize gamification media and means of dissemination to all teachers after being used by teacher representatives.

3. Students

Students who are the object of assessment are expected to be able to interpret the grade reports conducted by homeroom teachers. Students who know the value can improve their abilities and competencies in the implementation of learning at school.

4. Future research

The use of the gamification model by homeroom teachers in conducting learning assessments has been deemed effective in recording and accumulating grades. thus, further research can design and patent a stable application to be utilized. Research is developed until the product is

ready to use and has been tested and used in the homeroom teacher's daily assessment.