

**USE OF GAMIFICATION MODEL FOR HOMEROOM TEACHERS IN
CONDUCTING LEARNING ASSESSMENT (QUALITATIVE STUDY)**

A RESEARCH PAPER

*Submitted as Partial Fulfillment of the Requirements for obtaining a Bachelor of
Education degree*

Education Program Information Systems and Technology Education



Written by:

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**S1 STUDY PROGRAM
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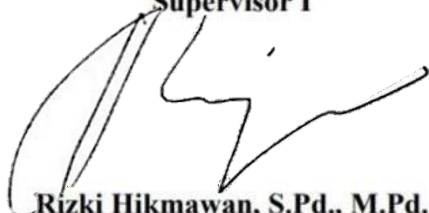
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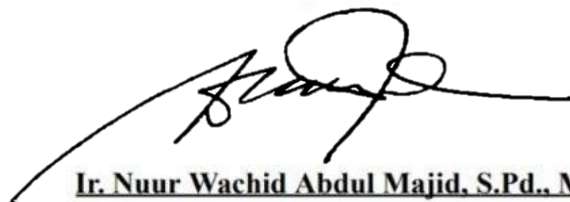
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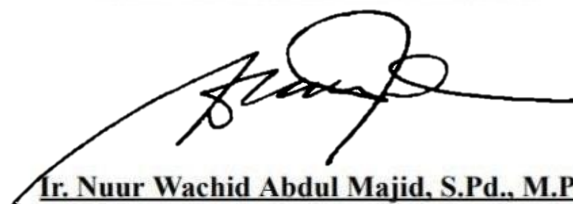
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ABSTRACT

Gamification is a game element but is included in non-game contexts because it is an effective motivational tool. The performance performed by using gamification becomes more attractive to users. The focus of the problem is determined by the researcher based on the field of education, with the object of research being a homeroom teacher. Education standards are at the level all stakeholders require, especially learning assessment. The urgency of students who are entitled to an evaluation from the teacher and easily known by the school and forwarded to parents. The approach taken with a qualitative study provides a more detailed explanation to homeroom teachers about problem solutions to place gamification in student learning assessments. Data were collected based on experiments with several homeroom teachers feeling and exploring media. The methods used in the qualitative study were interviews, observation and document analysis. Findings of homeroom teacher responses who were very satisfied with gamification. Homeroom teachers who received encouragement in entering student grades in a fun way. From the results of the study, it can be concluded that the implementation of gamification strategies where homeroom teachers conduct learning assessment triggers interest in fun characters, overcomes boredom with challenges and competitions, gains new knowledge, and improves thinking skills to strengthen social interaction.

Keywords : Assessment, Gamification, Learning

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TABLE OF CONTENTS

PAGE OF APPROVAL	iii
ABSTRACT	iv
TABLE OF CONTENTS	v
LIST OF FIGURES	vii
LIST OF TABLES	viii
CHAPTER 1 INTRODUCTION	1
1.1 Background Of The Study	1
1.2 Research Questions	2
1.3 Scope Of Research.....	3
1.4 Research Objectives	3
1.5 Research Benefits	3
1.6 Organization of Study.....	4
CHAPTER II LITERATURE REVIEW	5
2.1 Gamification	5
2.2 Homeroom Teachers.....	9
2.3 Learning Assessment.....	12
2.4 Education Management Information System.....	14
CHAPTER III METHODOLOGY.....	16
3.1 Type of Research	16
3.2 Research Design	19
3.3 Population and Sample	21
3.4 Instruments.....	22
3.4.1 Interview.....	22
3.4.2 Observation.....	24
3.4.1 Document Analysis	26
3.5 Data Collection Techniques	32
3.6 Data Analysis Techniques.....	34
CHAPTER IV FINDINGS AND DISCUSSION	37
4.1 Research Implementation.....	37
4.2 Findings.....	40
4.3 Discussion.....	42

CHAPTER V _ CONCLUSION AND RECOMMENDATION	47
5.1 Conclusion	47
5.2 Recommendation	50
REFERENCES	52
APPENDICES	64

LIST OF FIGURES

Figure 1.1 Descriptive Analysis Results from Game Learning Research.....	2
Figure 2.1 Gamification Element.....	5
Figure 3.1 The Steps of Qualitative.....	16
Figure 3.2 Qualitative Research Data Collection.....	20
Figure 3.3 Theoretical Sampling.....	22
Figure 4.1 Qualitative Analysis Results.....	41
Figure 4.2 EMIS Prototype Dashboard.....	44
Figure 4.3 Student List.....	45
Figure 4.4 Student Grade Input Process.....	45

LIST OF TABLES

Table 2.1 Learning Assessment Theory.....	12
Table 3.2 Interview Questions and Objectives.....	23
Table 3.3 Activity Description in Observation.....	25
Table 3.4 Document Analysis of Previous Research.....	27
Table 3.5 Question Interview.....	34
Table 4.1 Research Timeline.....	39
Table 4.2 Result of Analysis Product Design.....	42

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