Effectiveness Of Monopoly Accounting Game Media In Increasing Motivation And Learning Outcomes

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Abstrak
Tujuan Utama *– Penelitian ini memiliki tujuan untuk mengetahui efektivitas penggunaan media monopoly accounting game dalam proses pembelajaran untuk meningkatkan motivasi dan hasil belajar mahasiswa dalam mata kuliah Pengantar Akuntansi.*
Metode *– Metode eksperimen dengan desain Nonequivalent Control Group Design merupakan metode penelitian yang digunakan dalam penelitian. Dalam penelitian ini, siswa dibagi menjadi dua kelompok yang berbeda: kelompok kontrol dan kelompok eksperimen.*
Temuan Utama *– Hasil penelitian mengemukakan bahwa penggunaan media monopoly accounting game lebih efektif dalam meningkatkan motivasi dan hasil belajar mahasiswa. Media monopoly accounting game layak digunakan dalam membantu mahasiswa menyusun laporan keuangan pada mata kuliah pengantar akuntansi. Peningkatan motivasi yang dirasakan mahasiswa serta hasil belajar pada mata kuliah pengantar akuntansi juga lebih efektif dengan menggunakan monopoly accounting game dibandingkan penggunaan media standar.*
Implikasi Teori dan Kebijakan *– Media permainan akuntansi monopoli dianggap lebih efektif dalam meningkatkan motivasi dan hasil belajar jika dibandingkan dengan media pelatihan tradisional. Hal ini disebabkan karena peningkatan motivasi dan hasil belajar yang berasal dari penggunaan media monopoli lebih besar dibandingkan dengan yang menggunakan media pelatihan standar.*
Kebaruan Penelitian *– Penelitian membandingkan media pembelajaran permainan papan monopoli yang tidak monoton ataupun terbatas dapat lebih menarik dan efektif dibandingkan media pembelajaran yang biasa dalam penerapan terhadap mata kuliah pengantar akuntansi serta berpengaruh pada laporan keuangan yang dibuat mahasiswa.*

Abstract
Main Purpose – This study aims to determine the effectiveness of using monopoly accounting game media in the learning process to increase student motivation and learning outcomes in the Introduction to Accounting course.
Method – Experimental method with Noneequivalent Control Group Design is a research method used in research. In this study, students were divided into two different groups: the control group and the experimental group.
Main Findings – The findings indicated that the utilization of the monopoly accounting game as a form of media was more effective in boosting the levels of motivation and learning outcomes among the students. A media monopoly accounting game that can be used to assist students in the beginning stages of their accounting education in the preparation of financial reports. When compared to the use of normal media, the usage of the Monopoly Accounting game in introductory accounting classes is shown to be more effective in increasing both the students' motivation and the learning results of the course.
Theory and Practical Implications – Monopoly accounting game media is considered more effective in increasing motivation and learning outcomes when compared to traditional training media. This is because the increase in motivation and learning outcomes from using monopoly media is greater than using standard training media.
Novelty – Learning media that is not repetitive or limited can be more interesting and effective than traditional learning media in the application of introductory accounting courses, according to research this media, this research also influences the financial statements that students make.
*Keywords***:** *Learning Motivation; Learning Outcomes; Monopoly Accounting Game.*

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INTRODUCTION

Accounting is one of the important things that is very convenient to be able to run a business where each sector in the economy depends on accounting knowledge, information, and financial performance measurement to understand the benefits and drawbacks of a company and to take decisions or the next steps for development (Nwosu & Matashu, 2022). Accounting is one of the things that is very useful to be able to run a business. Introduction to Accounting is a course taught in Indonesian business schools at all levels, including undergraduate and vocational programs. This course is essential in helping students understand accounting and other related subjects. Introduction to accounting is a prerequisite for taking intermediate financial accounting courses in the S1 Accounting Study Program, while an introductory accounting course is a prerequisite for taking cost accounting courses or other relevant courses in the Management S1 Study Program. Success in the learning process has a significant impact on students' understanding of accounting courses. According to the observations made during the Introduction to Accounting class that took place at the Management Study Program STIE Ekuitas Bandung, the vast majority of students lacked the motivation to learn the material. Less diligent in completing assignments, less active in asking questions, despair when facing difficulties, and taking too long to complete practice questions are some of the indicators used to show low motivation to learn. Table 1.1 shows the learning outcomes of STIE Equity Management Study Program students.

Table 1. Average Score of Introductory Accounting Courses for Management Study Program Students for the 2019-2020 Academic Year

	Average Score
Class A	61.1
Class B	64.4
Class C	67.8
Class D	49
Class E	60
Class F	83
Class G	67.4
Class H	68.9
Class I	59.2
Class J	58.2
Class K	57.4
Class L	56

Source: STIE Ekuitas Academic Section,2020

Table 1 shows that only Class F has an average score of more than 80. The remaining 11 classes have an average score of less than 70, with five of them scoring less than 60. This demonstrates that learning outcomes in introductory accounting courses remain poor.

Several factors contribute to low motivation and poor student learning outcomes, one of which is the use of monotonous and limited learning media, which leads to student saturation. According to Listyarti (2012:32), learning media account for 65 percent of educational success, while other factors such as lecturers, stationery, desks and chairs in the classroom, textbooks, facilities, and the environment account for the remaining 35 percent. Learning media is a critical component that must be developed in order to motivate students and improve learning outcomes, particularly in the Introduction to Accounting course.

Monopoly accounting games are a type of learning media that can be used to teach accounting. The Ohio State University conducted a test of this media in 1963 (Gray dalam Knechel, 1989) and concluded that there were potential benefits for students from using it. Apart from games, according to Albrecht (1995:128), the benefits of using simulation games include increased cognitive development, improved verbal and nonverbal communication, increased student motivation, enhanced affective learning, training flexibility of thinking, and responding to a dynamic environment. A good simulation can be repeated with different learning objectives by the same student.

Some few handful of research done on the topic of monopoly media's application in accounting education. Knechel (1989) uses monopoly media as a substitute for note-taking and financial report compilation training. Albrecht

(1995) demonstrates that monopoly simulation can be applied to financial accounting at all levels. After completing the exercise, Tanner and Lindquist (1998) claimed that students' attitudes toward accounting and finance learning, concern for fellow students, and perceived achievement were all very positive. On the other hand, several studies have been conducted in Indonesia. However, research into how effective accounting monopoly media is at increasing motivation and improving learning outcomes in introductory accounting courses is still scarce. This type of research is necessary because it can reveal how effective accounting monopoly media is in comparison to traditional training media. The research that was carried out by Dwiharja (2015) has some limitations, such as the fact that the indicators for assessing learning activities and competencies that are in accordance with learning objectives, such as learning outcomes and motivation, need to be made in aspects of assessment and broader research. Furthermore, lecturers who teach introductory accounting courses can use the findings to motivate students and improve their learning outcomes. As a result, the goal of this research is to see if and how effective this media is at increasing student motivation and learning outcomes.

An example of a simulation game that produces transactions for practice in the accounting process is the Monopoly accounting game. In this game, each transaction will be recorded and summarized into a financial report after it has been completed. Students can learn a lot from playing simulation games. The following are some of the benefits of playing simulation games, as outlined by Albrecht (1995); Simulation games motivate many students to participate in educational activities to a greater degree than they would in a traditional setting; simulation games enhance cognitive growth. They increase the ability to recall factual knowledge, and they appear to improve problem-solving skills. They also enhance students' ability to apply concepts and principles; simulation game enhance affective learning. Students participating in simulation games experience greater attitudinal change

than students engaging in more traditional learning environments. Simulation games offer the potential for students to attribute greater value to accounting information in the decision-making process; the wheeling and dealing that simulations require give students intensive practice in verbal and written communication; simulation games require flexibility in thinking and an adaptive response to a dynamic environment; and good simulation games can be repeated with the same participants and additional leaming will take place due to the dynamic nature of the game. This possibility must have an effect on the success that prospective accountants will have in the future in every business that they manage, ensuring that there will be no more errors made when recording financial statements and deciding on business strategies (Sripan & Wisaeng, 2022).

RESEARCH METHOD
The research method used to determine the effect of treatment using monopoly accounting game media on motivation and learning outcomes is experimental research methods. The definition of experimental research is given as research that compares the influence of one condition on one group with the effect of a different condition on a second group.

In the course of this research, students are split into two distinct groups: the control group and the experimental group. These two groups were treated differently. The experimental class used media from a monopoly accounting game, while the control group used standard training media. Random assignment of subjects into experimental and control groups (random assignment) is difficult in social and educational contexts because it is difficult and expensive, so the researcher uses groups or classes that have been formed as experimental and control groups. As a result, this research employs a quasi-experimental approach.

The Nonequivalent Control Group Design was used, which means that the experimental and control groups were not chosen at random (Sugiyono, 2017). In the following table, the research design is described.
Table 2.

Research Design Noneequivalent Control Group Design

Class	Pre-test	Treatment	Post-tes
Experiment	O_1	X	O_2
Control	O_3	-	O_4

Information :
O1 : pre-test experimental class group
O2 : post-test experimental class group
O3 : pre-test control class group
O4 : post-test control class group
X : Learning treatment using monopoly accounting game media

The College of Economics (STIE) at Ekuitas Bandung was the location where this study was carried out. The class that is used both as the experimental class and the control class is the class called Introduction to Accounting. The learning achievement that is charged for this course is that students should be able to compile financial reports for service and trading companies.

RESULTS AND DISCUSSION
Object of research
This research was conducted at the College of Economics (STIE) Ekuitas Bandung by taking a sample of 66 respondents, all of whom were students of Equity Bandung. In order to accomplish the goals of this research project, all of the respondents who participated in the study were split up into two distinct research sample groups: the control group and the experimental group. Students in the control group were taught fundamental accounting concepts through the use of traditional media, whereas students in the experimental group were taught accounting fundamentals through the use of the monopoly accounting game as their teaching tool.

Table 3.
Proportion of Samples in Both Research Sample Groups

Groups	Control	Experiment
Amount	34	32
Percentage	51.52%	48.48%
Learning Media	Standard	*Monopoly Accounting Game*

Source : data processing (2021)

Based on the proportion of the number of samples in Table 3 above, it can be seen that of the 66 respondents studied in this study, 34 respondents were in the control group and the remaining 32 respondents were in the experimental group. This indicates that out of the total of 66 students who participated in this study, 34 students received the traditional forms of educational media, and the remaining 32 students participated in introductory accounting classes that utilized monopoly accounting game forms of educational media.

An unpaired sample difference test will be used in this investigation to compare the effectiveness of traditional media and the Monopoly Accounting Game media in terms of improving student learning outcomes (independent sample). Normality and homogeneity tests were performed on the posttest data (student learning outcomes of the control and experimental groups after learning), and then those results were compared to one another before the actual test was administered. If the results of the test show that the data on learning outcomes in the two groups of research samples are normally distributed and homogeneous, then the different test is carried out parametrically, specifically by using an unpaired sample t test (independent sample t test). On the other hand, if the results of the test show that the data on the second learning outcome in the research group was not normally distributed, then the test was carried out non-parametrically, by using the Mann Whitney difference test.

Table 4.
Normality and Homogeneity Test Results

Test	Group	Sig.	Kesimpulan
Normality	Control	0,082	Abnormal
	Experiment	0,000	
Homogeneity	Control vs Experiment	0,192	Homogeneous

Source : data processing (2021)

The results of the normality test in Table 4 show that the data on student learning outcomes after receiving learning in both the control and experimental classes are not

normally distributed, so even though they have a non-homogeneous variance, the average difference test of student learning outcomes in the control and experimental classes is carried out non-parametrically. namely by using the Mann Whitney test.

The test hypotheses used in this test are as follows:

Ho : There is no difference in student learning outcomes in the control and experimental groups

Ha : There are differences in student learning outcomes in the control and experimental groups

Table 5.

Mann Whitney Test Results

Group	Mean	Z value	Sig	Conclusion
Control	76,79	-3,843	0,000	There is a significant difference
Experiment	82,91			

Source : data processing (2021)

The results of the Mann Whitney test in Table 5 show a significance value of 0.000, because the significance value is <0.05, Ho is not rejected and it is concluded that there is no significant difference in student learning outcomes in the control and experimental groups. The average score of student learning outcomes in the control group is only 76.79 and in the experimental group is 82.91 with a significance of 0.000 which means that there are differences in the effectiveness of monopoly accounting game media and standard learning media in improving student learning outcomes, monopoly accounting game media. more effective in improving learning outcomes than standard media.

N-gain in this study is used to measure the level of effectiveness of a learning media in increasing student motivation and learning outcomes. The value of n-gain > 0.7 indicates that the learning media has an effectiveness in the high category, the n-gain value of 0.3 < g < 0.7 indicates that the learning media has the effectiveness of the medium category and if g < 0.3 then the effectiveness of the learning media is stated low.

Table 6.

Calculation of the n-Gain Value of the Effectiveness of Standard Media and Monopoly Media in Improving Student Learning Motivation

Motivation					
Standard Media			Monopoly Media		
Pre	Post	N-gain	Pre	Post	N-gain
84	87	0.19	67	82.00	0.45
73	76	0.11	66	84.00	0.53
56	59	0.07	85	80.00	-0.33
57	60	0.07	70	78.00	0.27
71	74	0.10	67	80.00	0.39
75	78	0.12	61	80.00	0.49
80	83	0.15	82	84.00	0.11
64	67	0.08	71	89.00	0.62
72	75	0.11	66	82.00	0.47
79	82	0.14	80	82.00	0.10
72	75	0.11	66	84.00	0.53
73	76	0.11	85	80.00	-0.33
75	78	0.12	70	78.00	0.27
76	79	0.13	67	80.00	0.39
78	81	0.14	77	80.00	0.13
71	74	0.10	82	84.00	0.11
70	73	0.10	64	89.00	0.69
70	73	0.10	63	82.00	0.51
79	82	0.14	79	81.00	0.10
73	76	0.11	61	76.00	0.38
67	70	0.09	68	77.00	0.28
68	71	0.09	61	81.00	0.51
70	73	0.10	61	87.00	0.67
62	65	0.08	81	82.00	0.05
64	70	0.17	71	86.00	0.52
63	67	0.11	88	90.00	0.17
78	85	0.32	62	65.00	0.08
74	77	0.12	77	85.00	0.35
73	74	0.04	61	84.00	0.59
72	73	0.04	77	83.00	0.26
66	67	0.03	67	84.00	0.52
68	76	0.25	76	83.00	0.29
63	65	0.05			
78	79	0.05			
Average N-gain	0.11		Average N-gain		0.32
Category	low		Category		currently

Source : data processing (2021)

Based on the results of the calculation of the n-Gain value in Table 6 above, the results of the analysis show that the n-gain value in the

control group (standard media) is 0.11 which means that the effectiveness of standard media in increasing learning motivation is very low, while in the experimental group , the average value of n-Gain is 0.32, which means that the effectiveness of monopoly media in increasing learning motivation is in the medium category, which means that monopoly media is more effective in increasing students' learning motivation than the level of effectiveness of standard training media.

Table 7.

Calculation of n-Gain Value Effectiveness of Standard Media and Monopoly Media in Improving Student Learning Outcomes

LEARNING OUTCOMES					
Standard Media			Monopoly Media		
Pre	Post	N-gain	Pre	Post	N-gain
84	78	-0.38	80	82	0.10
73	74	0.04	66	88	0.65
56	57	0.02	85	89	0.27
57	66	0.21	64	78	0.39
71	80	0.31	67	85	0.55
75	81	0.24	77	80	0.13
80	81	0.05	65	84	0.54
64	78	0.39	71	89	0.62
72	82	0.36	85	87	0.13
79	81	0.10	82	86	0.22
72	77	0.18	77	86	0.39
73	83	0.37	72	81	0.32
75	78	0.12	67	79	0.36
76	78	0.08	77	81	0.17
78	84	0.27	64	84	0.56
71	78	0.24	79	84	0.24
70	78	0.27	77	81	0.17
70	72	0.07	68	88	0.63
79	83	0.19	66	81	0.44
73	84	0.41	69	83	0.45
67	67	0.00	81	89	0.42
68	88	0.63	71	86	0.52
70	78	0.27	67	90	0.70
62	68	0.16	62	78	0.42
64	70	0.17	77	79	0.09
63	67	0.11	74	79	0.19
78	85	0.32	77	81	0.17
74	85	0.42	77	89	0.52
73	82	0.33	65	83	0.51
72	81	0.32	65	69	0.11
66	67	0.03	81	87	0.32
68	76	0.25	63	67	0.11
63	65	0.05			
78	79	0.05			
Average N-gain		0.20	Average N-gain		0.36
Category		low	Category		currently

Source : data processing (2021)

Based on the results of the calculation of the n-Gain value in Table 7, the results of the analysis show that the n-gain value in the control group (standard media) is 0.20 which means that the effectiveness of standard media in increasing learning motivation is in the low category, while in the experimental group, the average value of n-Gain is 0.36, which means that the effectiveness of monopoly media in increasing learning motivation is in the medium category, which means that monopoly media is more effective in improving student learning outcomes than the level of effectiveness of standard media.

Hypothesis test

The purpose of this study is to test hypotheses based on the findings of various tests, including the paired difference test and the independent sample difference test, which were performed on data pertaining to student motivation and learning outcomes. The following is a summary of the findings obtained from the testing of hypotheses in this study:

Table 8.

Hypothesis Testing Results

No	Hypothesis	Testing Results	Conclusion
1	There are differences in learning motivation before and after participating in learning with the monopoly accounting game.	*P value* Uji R*ank Wilcoxon* = 0,000	Proven
2	There are differences in learning outcomes	*P value* Uji R*ank Wilcoxon* = 0.054	Proven

	before and after participating in learning with standard training media.		
3	The increase in motivation in the experimental class using the monopoly accounting game media was higher than the control class using standard training media.	*Mean Difference Kontrol = 3,118 < Mean Difference Eksperimen = 10,719*	Proven
4	The increase in learning outcomes in the experimental class using monopoly accounting game media is higher than the control class using standard training media.	*Mean Difference Kontrol = 4,854 < Mean Difference Eksperimen = 6,886*	Proven
5	The use of monopoly accounting game media is effective in increasing learning motivation.	n-Gain = 0,32 (cukup efektif)	Proven
6	The use of monopoly accounting game media is effective in improving learning outcomes.	n-Gain = 0,36 (cukup efektif)	Proven

Source : data processing (2021)

The findings of the tests that have been carried out serve as the basis for determining whether or not the Monopoly Accounting Game Media is suitable for use in the Introduction to Accounting course as a learning medium that has the potential to boost students' motivation to study. Because the significance value is less than 0.05, the null hypothesis (Ho) is not rejected, and the conclusion is drawn that there is not a significantly different level of student

learning outcomes between the control group and the experimental group. The results of the Mann Whitney test are shown in Table 4 and show a significance value of 0.000. There is a significant difference between the average score of student learning outcomes in the control group, which is only 76.79, and the experimental group, which is 82.91, with a significance of 0.000. This indicates that there are differences in the effectiveness of monopoly accounting game media and standard learning media in improving student learning outcomes, specifically monopoly accounting game media. more successful than traditional forms of media in terms of boosting learning results.

The results of this study are supported by the results of the calculation of the n-gain value of monopoly media, based on the results of the calculation of the n-Gain value in the table above, the results of the analysis show that the n-gain value in the control group (standard media) is 0.11 which means that the effectiveness standard media in increasing learning motivation is very low, while in the experimental group, the average value of n-Gain is 0.32 which means that the effectiveness of monopoly media in increasing learning motivation is in the medium category, which means that monopoly media is more effective in increasing learning motivation. students compared to the level of effectiveness of standard media.

The results of this study are also supported by the research of (Kurniawan, 2020); (Isnaini & Rahmawati, 2016); (Sibuea & Handayani, 2019); (Nurmiati & Gazali, 2018); (Prasetya, 2016); and (Sholikah, 2016) which also shows the results that the use of monopoly media can increase students' learning motivation.

The findings of the tests that have been carried out serve as the basis for determining whether or not the Monopoly Accounting Game Media is suitable for use in the Introduction to Accounting course as a learning medium that has the potential to improve learning outcomes. Because the significance value was lower than 0.05, the Ho hypothesis was not accepted, and it was concluded that there were significant differences in the level of student learning

motivation between the control group and the experimental group. The results of the Mann Whitney test showed a significance value of 0.000. Because the significance value was lower than 0.05, Ho was not accepted. The control group's average score of student learning motivation was only 74.12, while the experimental group's average score was 81.94. This indicates that the monopoly accounting game media is more successful than regular learning media in enhancing student learning motivation.

The results of this study are supported by the results of the calculation of n-gain monopoly media. Based on the results of the calculation of the n-Gain value in the table above, the results of the analysis show that the value of n-gain in the control group (standard media) is 0.20, which indicates that the effectiveness of the media the standard in increasing learning motivation is in the low category. On the other hand, in the experimental group, the average value of n-Gain is 0.36 Because the significance value was lower than 0.05, the Ho hypothesis was not accepted, and it was concluded that there were significant differences in the level of student learning motivation between the control group and the experimental group. The results of the Mann Whitney test showed a significance value of 0.000. Because the significance value was lower than 0.05, Ho was not accepted. The average score of student learning motivation in the control group is only 74.12 while in the experimental group it is 81.94 which means that the monopoly accounting game media is more effective in increasing student learning motivation compared to standard learning media.

The results of this study are supported by the results of the calculation of n-gain monopoly media. Based on the results of the calculation of the n-Gain value in the table above, the results of the analysis show that the value of n-gain in the control group (standard media) is 0.20, which indicates that the effectiveness of the media the standard in increasing learning motivation is in the low category. On the other hand, in the experimental group, the average value of n-Gain is 0.36

The findings of this study are consistent with those of another study (Yanti & Anggraini, 2016), which found that it can lead to improved learning outcomes for students. This can be demonstrated by obtaining the results of hypothesis testing accepting the alternative hypothesis (Ha) and rejecting the null hypothesis (H0), indicating that there is a significant increase in learning outcomes from monopoly accounting game media classes compared to lecture classes, with an average experimental class value of 80 and a control class value of 68. The findings of the study (Mardia, 2017) also show that using monopoly learning media increases interest in learning, which leads to improved learning outcomes.

This study has enlarged the limitations of research by Dwiharja (2015), which said that the evaluation indicators of student learning outcomes need to be examined and known learning medium in accordance with accounting classes. This limitation has been expanded as a result of this study. The capacity of potential business accountants to interpret accounting records is vital not only to ensure that there are no errors made when creating financial statements, but also because it influences their aptitude, competence, and comprehension of accounting in general (Sulistiani et al., 2020; Nwosu & Matashu, 2022).

CONCLUSIONS

According to the data and the discussion, conventional teaching strategies have the ability to enhance not only the outcomes of learning but also the levels of motivation. When compared to conventional training media, the accounting game media used in the Monopoly board game is regarded to be more beneficial in terms of boosting learners' motivation and enhancing their learning results. This is because the improvement in motivation and learning outcomes that results from utilizing monopoly media is bigger than those that result from using normal training media.

The findings of this study are in agreement with the theory that was utilized, which states that simulation games for students can improve cognitive performance by making students participants in the game. In addition, students can distribute the practice that is being done into decision making when it comes to financial statements or accounting classes.

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