

THE INFLUENCE OF MONOPOLY USAGE ON ACCOUNTING LEARNING OUTCOMES OF HIGH SCHOOL STUDENTS

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Abstract

This study aims to determine the effect of using monopoly learning media on the accounting learning outcomes of Muhammadiyah 23 Jakarta high school students. This study employs a type of quantitative research quasi-experiment method with a non-equivalent control group design. The population of this study consists of all 11th-grade students at Muhammadiyah 23 East Jakarta High School, which totals 150 students. The samples were 11th-grade Science class 2 with 30 students as the experimental group and 11th-grade Social Studies class 3 with 30 students as the control group. The sampling technique in this study was nonprobability sampling, namely purposive sampling. The data used in the research is quantitative data with primary and secondary data sources. The research instrument utilized is a test in the form of a pretest and post-test. Data analysis conducted in this study includes descriptive statistics analysis and a t-test. Based on the hypothesis test conducted using the T-test, the sig. (2 tailed) of 0.002. These results show the sig value. (2 tailed) of 0.002 0.05 so that Ho is rejected and Ha is accepted. Based on the results of research conducted by the researcher, it can be concluded that there is a significant influence on the use of monopoly learning media on the accounting learning outcomes of class XI students of SMA Muhammadiyah 23 Jakarta.

Keywords

Accounting, Learning outcomes, Monopoly learning media, Muhammadiyah 23 Jakarta high school students



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INTRODUCTION

In the present era, many students perceive school learning as a tedious activity. This can be attributed to some educators still relying on monotonous lecture-based teaching methods, resulting in reduced student engagement and minimal communication between students and teachers (Nurmalasari & Erdiantoro, 2020). The use of uninteresting learning media contributes to students' lack of interest and enthusiasm in participating in the learning process (Sunaengsih, 2016). Hence, teachers are encouraged to comprehend and harness technological advancements to create or develop captivating learning media that capture students' attention (Alam, 2021). Learning media plays a significant role in the educational process (Nursyam, 2019). The incorporation of media as a means of conveying messages promotes interaction and communication between teachers and students, thereby enhancing the effectiveness of the learning process (Herawati et al., 2018).

Furthermore, media in education plays a crucial role in improving both the quantity and quality of learning (D. E. Sari et al., 2022). However, not all learning media are suitable for all subjects (Astuti & Susilo, 2019). It is necessary to select the appropriate media for specific subjects to achieve desired learning outcomes (Mahesti & Koeswanti, 2021). The selection of suitable learning media enhances the quality of learning and students' learning outcomes (Isnaini & Rahmawati, 2016). Therefore, it is imperative to develop appealing learning media to stimulate students' motivation to learn (Suranto, 2015). Motivation not only engages students in academic activities but also influences the depth of their comprehension of the material presented by teachers (Syah, 2016). Motivated students engage in higher cognitive processes, enabling better understanding and retention of content (Sitirahayu & Purnomo, 2021). The use of learning media affects student learning motivation by 20.5%, while the remaining 79.5% is influenced by other factors (Mulyadi et al., 2016). And learning motivation affects student learning outcomes by 62.09% (Kusuma & Subkhan, 2015).

Based on observations conducted at Muhammadiyah 23 Jakarta High School, it is evident that the accounting learning outcomes of 11th-grade students are relatively unsatisfactory. This is attributed to the low motivation among these students, particularly in the subject of accounting. The activities that reflect low motivation include students talking among themselves while the teacher is explaining, limited participation in asking questions when facing difficulties, reluctance to complete assignments, and a lack of persistence in overcoming learning challenges. From these issues, a need arises to develop a learning media that can enhance the motivation of 11th-grade students at Muhammadiyah 23 Jakarta High School. Improved student motivation will

subsequently lead to better learning outcomes (Cerya, 2020). The developed media should be enjoyable and enable students to become more active and better understand the subject matter (Susilo, 2015).

One alternative learning media that can be employed is the use of Monopoly as a learning tool. Monopoly learning media serve as tools for teachers in the educational process (Istiningsih et al., 2021). Monopoly learning media are particularly suitable for the subject of accounting. Monopoly media serves as an interactive game-based tool that makes the learning process more engaging and relaxed (Suarni et al., 2023). Monopoly learning media offer advantages such as providing enjoyable learning experiences and generating active student participation through competition within the monopoly framework (Detty et al., 2019). Furthermore, the strengths of monopoly media have been highlighted by (Muqtakdir Nurfalaq Syarif1, 2021), including its entertaining nature, ability to stimulate active student involvement, provision of immediate feedback, facilitation of the application of concepts and roles within real-life situations, flexibility, and ease of creation. By using monopoly media, students are expected to be motivated to learn, leading to increased motivation for academic engagement (Noortyani et al., 2028). This creates an enjoyable and engaging learning environment where students actively participate in the learning process (Wardana & Sagoro, 2019). High motivation during learning promotes effective learning outcomes (Rahman, 2022).

The results of research (Wahyuningtyas & Sulasmono, 2020) show that the use of monopoly learning media can make it easier for students to understand learning materials. The use of monopoly learning media will increase student motivation and learning outcomes (Kurniawan, 2020). Monopoly learning media can cause direct interaction between teachers and students (Amalia, 2020). By using monopoly learning media, students can learn while playing so as to foster student activeness in the learning process (Lubis & Harahap, 2016). In addition, the use of monopoly learning media can help students participate in the learning process. Students find it easier to understand the material taught by the teacher, and it can be remembered in long-term memory because students feel happy when participating in learning (Fadilah et al., 2022). From some of the results of these studies, in an effort to show the novelty of this study, the researchers tried to compare variables, different research locations and times, research methods, and research results that have been conducted related to the effect of using monopoly learning media on the accounting learning outcomes of high school students.

This research aims to examine the influence of using monopoly learning media on accounting

learning outcomes among students at Muhammadiyah 23 Jakarta High School. The study employs an experimental approach with two groups: an experimental group using monopoly learning media and a control group using conventional teaching methods. The hypothesis of this study posits that there is a difference in accounting learning outcomes between students who are taught using monopoly learning media and those who receive conventional teaching. If the effectiveness of monopoly learning media in enhancing accounting learning outcomes is demonstrated, its implementation can serve as an alternative approach to enhance the quality of education in schools.

The anticipated results of this research are expected to provide a positive contribution to the development of the curriculum and teaching strategies for accounting at Muhammadiyah 23 Jakarta High School. Moreover, the findings of this study are expected to offer valuable insights to educators and educational policymakers regarding the significance of implementing innovative and effective learning media to achieve optimal learning outcomes.

METHOD

This study employs a type of quantitative research with a quasi-experiment method. Quasi-experimentation is conducted to determine the presence of an effect resulting from a specific treatment (Ansari et al., 2020). The research design used is a non-equivalent control group design. This design was chosen due to the inability to assign students to experimental and control groups randomly (Abraham & Supriyati, 2022). The population of this study consists of all 11th-grade students at Muhammadiyah 23 East Jakarta High School, which totals 150 students. From this population, the researcher selected 11th-grade Science class 2 with 30 students as the experimental group and 11th-grade Social Studies class 3 with 30 students as the control group. The sampling technique in this study was nonprobability sampling, namely purposive sampling. The determination of the experimental and control groups was based on specific considerations. The variable in this study is the students' accounting learning outcomes. The data used in the research is quantitative data with primary and secondary data sources. The research instrument utilized is a test in the form of a pretest and post-test. The pretest was conducted before treatment to measure the student's initial level of understanding before learning, while the post-test was conducted after treatment to measure students' learning outcomes after participating in learning (Ureka Hakim et al., 2017). Data analysis conducted in this study includes descriptive statistics analysis and t-test.

The hypothesis of this study is H_0 assumes that learning media has no effect on accounting learning outcomes of grade XI students of SMA Muhammadiyah 23 Jakarta, while H_a assumes that learning media has an effect on accounting learning outcomes of grade XI students of SMA Muhammadiyah 23 Jakarta. The researcher will then test this hypothesis to determine whether monopoly learning media is effective in improving the accounting learning outcomes of grade XI students of SMA Muhammadiyah 23 Jakarta.

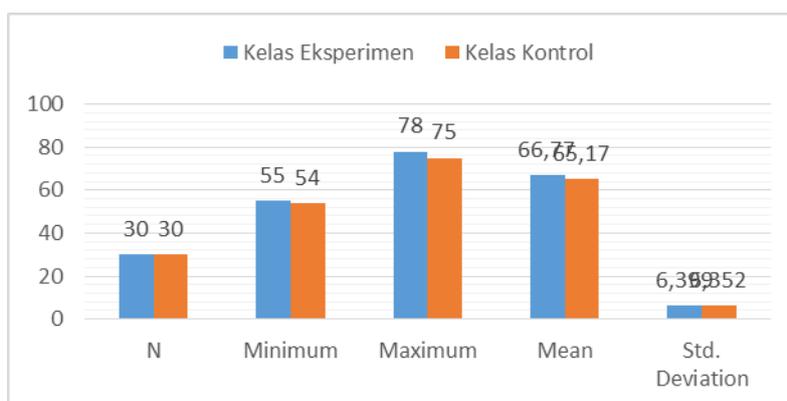
FINDINGS AND DISCUSSION

Findings

In the context of accounting learning, the use of effective learning media can help students understand complex concepts better. The use of monopoly learning media is one interesting approach to increasing the effectiveness of accounting learning (Kurniawan, 2020). In this study, researchers sampled students in class XI IPA 2 as the experimental group and class XI IPS 3 as the control group. The control group was given accounting learning using monopoly learning media, while the control group learned with conventional methods. Researchers measured student learning outcomes using tests in the form of pretests and post-tests. At the initial stage, both groups will undergo a pretest to measure their initial understanding of accounting concepts. Furthermore, the experimental group will be exposed to monopoly learning media developed specifically for accounting materials, while the control group will continue learning with conventional methods. In the final stage of the learning process, both groups will undergo a post-test to assess changes in their understanding and accounting learning outcomes.

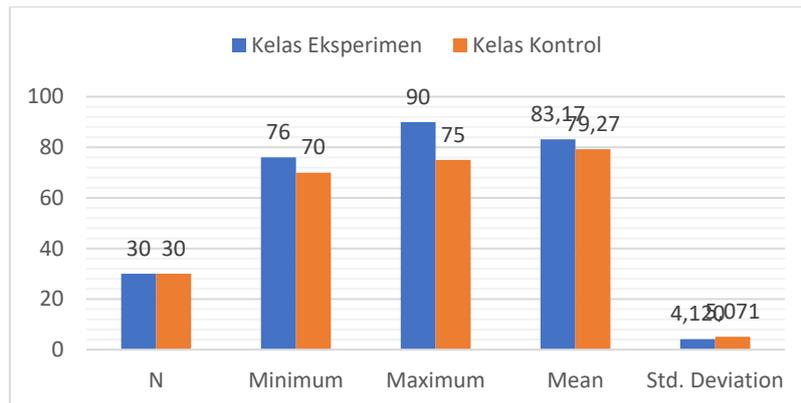
The difference in pretest and post-test results between the experimental group (class XI IPA 2) and the control class (XI IPS 3) can be seen in Figures 1 and 2.

Figure 1. Data Description Chart of Pretest Results



Based on the data graph of the pretest results it shows that the experimental class has a slightly higher mean score and standard deviation. The higher standard deviation in the experimental class indicates that the data in the experimental class is more varied or more widely spread than in the control class. Thus, although the experimental class has a slightly higher mean, the difference in the characteristics of the score distribution between the two classes is quite small.

Figure 2. Post-test Result Data Description Chart



Meanwhile, the post-test data graph shows that the experimental class has a higher average score after treatment and a lower standard deviation. The lower standard deviation in the experimental class indicates that the data in the experimental class has a narrower and more consistent distribution compared to the control class.

From this difference, it can be concluded that after the treatment, the experimental class tends to have a more significant improvement in post-test results than the control class. The mean post-test score is higher, and the standard deviation is lower in the experimental class, indicating a more consistent improvement in the understanding of accounting material.

Furthermore, researchers conducted a prerequisite test using the normality test and homogeneity test. After the prerequisite test analysis is carried out, then proceed with the t-test to find the difference test. The independent sample t-test was conducted to see whether there was a difference between the post-test results of experimental class students and the post-test results of control class students.

Table 1. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Differ ence	Std. Error Differ ence	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Belajar Siswa	Equal variances assumed	1,268	,265	3,269	58	,002	3,900	1,193	1,512	6,288
	Equal variances not assumed			3,269	55,663	,002	3,900	1,193	1,510	6,290

Based on hypothesis testing using the T-test, the sig value was obtained. (2 tailed) of 0.002. It is known that Ho is rejected, and Ha is accepted if the sig value is. $< 0,05$. The T-test results show the sig value. (2 tailed) of 0.002 $< 0,05$, so Ho is rejected, and Ha is accepted. This means that there is a difference in the average learning outcomes of students who use monopoly learning media with lecture or conventional learning media. It can be concluded that the use of monopoly learning media can effectively affect the accounting learning outcomes of grade XI students at SMA Muhammadiyah 23 Jakarta.

Discussion

In this study, researchers conducted a hypothesis test using the T-test to see whether there was a difference between the post-test results of experimental class students and the post-test results of control class students. From the table of hypothesis test results using the T-test, the significance value (sig.) or p-value is 0.002, which is also smaller than the specified significance level (0.05). Therefore, it can be concluded that the results of the hypothesis test show that there is a significant difference between the average student learning outcomes with monopoly learning media and lecture or conventional learning media. In addition, the results also showed that the group of students who participated in learning with Monopoly media had higher average learning outcomes (Mean = 83.17) compared to the control group who followed conventional learning (Mean = 79.27). This indicates that the use of Monopoly media as a learning method can improve the accounting learning outcomes of students in class XI of SMA Muhammadiyah 23 Jakarta. However, to better understand the implications of this finding, the researcher will compare it with the results of previous relevant research.

The learning process when using monopoly learning media can be said to be going well. The accounting learning results of class XI students at SMA Muhammadiyah 23 Jakarta in the experimental class showed higher results because they used monopoly learning media, which can be explained by several factors. First, monopoly learning media offers an interactive and interesting learning approach. Students can actively participate in games that allow them to understand the material better. Second, this media allows students to collaborate and communicate in a game context, which can improve their understanding. Third, the use of monopoly learning media can also increase students' motivation towards learning because learning becomes more fun and relevant. To test whether the results of this study are consistent with previous research, the researchers compared it with several other relevant studies. Based on research (Deriliana et al., 2016), the use of monopoly learning media is effective in increasing student activeness in accounting learning. Research (Y. P. Sari et al., 2020) states that there is an effect of using monopoly learning media on student learning outcomes, as shown by the increase in pretest-posttest results in the experimental class. According to (Buchory et al., 2022), the use of game media in learning, such as monopoly media, significantly improved students' problem-solving skills and concept understanding in accounting subjects. Research (GUMILANG, 2019) showed that Monopoly media increased students' interest in learning accounting, which in turn had a positive impact on their learning outcomes. Research (Jamilah, 2018) shows that Monopoly learning media is effective in improving students' mastery of accounting concepts at various educational levels.

The results of this study support the findings of previous relevant studies. Consistently, the results showed that the use of monopoly learning media as a learning method could improve the accounting learning outcomes of grade XI students at SMA Muhammadiyah 23 Jakarta. This finding provides further support for the idea that learning approaches that involve games and interactive elements, such as monopoly learning media, can be effective alternatives to improve students' understanding and performance in accounting subjects. The results of this study provide strong support for the use of monopoly learning media in accounting learning at SMA Muhammadiyah 23 Jakarta. The higher average student learning outcomes in the experimental class using monopoly learning media indicate that this approach can be an effective alternative in improving students' understanding of accounting concepts. This result is also in line with the findings in existing studies that support the benefits of interactive media in learning. Although there are some studies that show that the effectiveness of monopoly learning media can vary depending on the context, the results of

the study provide additional understanding of how this media can be effectively applied in specific educational contexts. Therefore, the results of this study corroborate rather than criticize the previous findings, emphasizing the importance of suitable teaching strategies to support the use of monopoly learning media in accounting learning.

The results of this study provide important information about the effectiveness and benefits of both learning media in improving student learning outcomes in accounting subjects. However, it should be noted that the results only cover one school and may need to be further tested in a wider context to ensure their generality. It is important to repeat the study with a larger sample and try to control for other factors to strengthen the conclusions that may affect the results and be able to explore certain aspects of these media that may need to be refined or adjusted to be more effective according to different learning needs. In addition, it is also necessary to consider the generalizability of the results of this study only to the level of SMA Muhammadiyah 23 Jakarta and may not necessarily apply to other schools or different levels of education.

CONCLUSION

Based on the findings of the conducted study, it can be concluded that there is a significant influence of using monopoly learning media on the learning outcomes of accounting for grade XI students at SMA Muhammadiyah 23 Jakarta. This is indicated by the results of the hypothesis test using the Independent Sample T-Test, which shows a significance value (sig.) of 0.002, smaller than the established significance level (0.05). This implies that there is a significant difference between the average learning outcomes of students using monopoli learning media and those using lecture or conventional learning media. Therefore, the use of monopoly learning media has a significant impact on the learning outcomes of accounting for grade XI students at SMA Muhammadiyah 23 Jakarta.

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