

## IMPROVING CAROLUS SURABAYA HIGH SCHOOL STUDENTS' UNDERSTANDING OF THE ACCOUNTANT PROFESSION USING GAMIFICATION TEACHING METHODS

Renna Magdalena<sup>1)</sup>, Ilyona Risty<sup>2)</sup>, Go George Herbert<sup>3)</sup>, Josephine Kurniawati Tjahjono<sup>4)</sup>, Angela Evangelin<sup>5)</sup>, Mandy<sup>6)</sup>

<sup>1,2,3,4,5,6)</sup>Faculty of Economy and Business, Universitas Pelita Harapan  
Universitas Pelita Harapan Kampus Surabaya  
Jl. Raya Kedung Baruk No.26-28, Surabaya, Jawa Timur, Indonesia.

e-mail: renna.magdalena@uph.edu

### ABSTRAK

Lecturers and students from the Faculty of Economics and Business, Pelita Harapan University, carried out this service activity. Sharing knowledge and learning from each other has become the responsibility of people fortunate enough to receive higher education. Understanding the role of an accountant is very important for students who will later study at a university. This service is carried out using the concept of gamification. Gamification in learning is an approach that combines game elements into the learning context to increase student engagement, motivation, and understanding. This approach uses rewards, achievements, competitions, and challenges to spark interest and drive for learning. By implementing gamification in learning, high school students will understand the material better.

***Kata Kunci: Profesi Akuntan, Siswa SMA, Gamifikasi.***

### INTRODUCTION

Introducing high school students to the accounting profession through gamification represents a pivotal step in the lecturer team's commitment to community service. Firstly, adopting a gamification approach widens the scope of educational outreach, rendering intricate accounting concepts more accessible to high school students. By crafting compelling and interactive games, lecturers foster an environment conducive to student engagement, facilitating a deeper understanding of accounting principles. Through gamified activities, students grasp foundational concepts and gain practical insights into the dynamics of the accounting profession. This immersive experience enriches students' comprehension and empowers them to discern their aptitude and inclination towards accounting as a career path.

Secondly, leveraging gamification in educational endeavors equips high school students with the essential skills and knowledge to navigate a successful future in the accounting field. By integrating accounting concepts into gaming contexts, lecturers allow students to confront the challenges and opportunities inherent in the profession. Moreover, gamified experiences cultivate critical competencies such as problem-solving, analytical thinking, and collaboration—attributes indispensable for thriving in the accounting landscape. Thus, education infused with gamification imparts theoretical understanding and cultivates practical skills essential for professional success.

Furthermore, the adoption of gamification in accounting education underscores the lecturer team's commitment to societal enrichment. By extending their expertise and resources to high school students, lecturers contribute to cultivating a skilled and knowledgeable workforce—a boon to individuals and society. Moreover, by instilling a passion for accounting and nurturing relevant skills, the lecturer team empowers students to pursue fulfilling and impactful careers in accounting. In essence, education imbued with gamification catalyzes personal growth, professional development, and societal progress, exemplifying the lecturer team's dedication to community service and the advancement of educational excellence.

## LITERATURE REVIEW

### Accounting Profession

Accounting is the cornerstone of financial management, encompassing the systematic recording, summarizing, analysis, and reporting of company financial transactions. Beyond its functional role, accounting serves as a universal language, facilitating comprehension and communication within finance. Its significance transcends mere number crunching, a vital tool for decision-making and strategic planning. In addition to its instrumental role in financial management, accounting emerges as a favored field of study with vast career prospects. Students pursuing accounting are equipped with technical proficiency and essential attributes such as self-discipline, organizational acumen, and administrative prowess. The discipline instills a culture of self-directed learning, fostering habits that extend beyond academic pursuits and permeate all facets of life.

A profession in accounting imparts diverse skills spanning economics, mathematics, language, and statistics, underpinned by the ability to think critically and logically. Furthermore, it cultivates virtues of collaboration and self-management, nurturing well-rounded individuals capable of navigating the complexities of the modern business landscape. These competencies are honed through a rigorous learning process tailored to meet the evolving demands of the professional sphere. The contemporary accounting landscape transcends conventional paradigms, propelled by technological advancements and shifting industry dynamics. While the traditional role of accounting in financial reporting remains fundamental, it represents only a fraction of its potential impact in today's digital age. As technology evolves, the accounting profession has expanded into diverse and promising fields, positioning practitioners as critical drivers of organizational strategy and innovation.

The evolution of the accounting profession underscores the transformative power of education as curricula adapt to equip graduates with the skills needed to thrive in a rapidly changing environment. Modern accounting education emphasizes technical proficiency, strategic thinking, and adaptability, preparing students to navigate the complexities of contemporary business environments. Today's accountants are not merely record-keepers but strategic advisors, actively shaping the future trajectory of organizations through informed decision-making and insightful analysis. Their role extends beyond financial reporting, encompassing strategic planning, risk management, and performance evaluation. By embracing technology and embracing a forward-thinking mindset, accountants are poised to play a pivotal role in driving organizational success and shaping the future of business.

In essence, accounting transcends its traditional boundaries to emerge as a dynamic and multifaceted profession characterized by innovation, collaboration, and strategic vision. As the business landscape continues to evolve, the role of accountants will remain indispensable, serving as catalysts for growth, innovation, and organizational excellence.

### **Gamification in Teaching and Learning**

Gamification is a method that provides the impression and enjoyable learning process that is based on games-based learning (Rashid, Nurhamizah; Asri et al.; Al-Hadi et al.; Chamhuri, 2024). This process involves fun two-way interactions and combines technology and innovation that attract participants to participate while also involving a fun learning process. Combining this method with existing technology is becoming increasingly popular as part of the teaching and learning process (Muengsan & Chatwattana, 2024).

This technique and method have been widely developed and researched by several researchers who have concluded that this method is very effective in building student motivation and accelerating adaptation to new information. Shalit & Ronen (2019) discovered through their research that implementing this method led to a noteworthy enhancement in students' self-directed learning, fostering the development of self-regulation abilities, receptiveness to learning opportunities, proactive approach to learning, self-perception as proficient learners, and cultivating a passion for learning. Their study particularly highlighted a significant advancement in students' autonomy in learning. Similarly, recent research by Gunduzalp (2024) delves into the impact of digital games in education. This study investigates students' perceptions of learning, perceived advantages, interests, motivation, emotional aspects, attitudes, behaviors, and learning encounters in ICT courses. The findings indicated that engaging in digital games heightened their sense of control, interest in the subject matter, motivation, perceived value of the course, learning experiences, and facilitation of learning. Moreover, students expressed experiencing a range of positive emotions while using digital games, expressing a continuous desire to engage with them willingly, and reported improved attitudes. Employing digital games in technology-oriented courses can augment students' interest, motivation, positive attitudes, emotional engagement, preferences, and learning experiences.

### **METHODE**

Preparations for the workshop at St. Carolus High School Surabaya commenced with thorough coordination regarding the workshop's themes and objectives. Collaborative efforts were undertaken to ensure alignment between the workshop content and the school's curriculum, fostering a conducive learning environment for all participants. Additionally, meticulous attention was paid to scheduling, selecting the appropriate time and location, and determining the optimal number of participants to facilitate an engaging and productive session.

The implementation method for the workshop, structured around the Participatory Action Research (PKM) framework, was designed to maximize participant engagement and knowledge retention. The following steps outline the sequence of activities:

1. The workshop commenced with a comprehensive presentation by Mr. Go George Herbert, S.E., MM, focusing on introducing the accounting profession. This informative session, spanning 30 minutes, served as a foundational overview, providing participants with insights into the diverse facets of the accounting field. Accompanying

small quizzes interspersed throughout the presentation fostered active participation and reinforced key concepts, enhancing the overall learning experience.

2. Participants were invited to participate in an interactive word scramble game after the presentation. In the words scramble game, players are presented with a jumble of letters, challenging them to rearrange and decipher the hidden word or phrase. In the case of guessing the profession of an accountant, players must rearrange the scrambled letters to form the word about the accountant profession. This word scramble fosters mental agility, vocabulary recall, and problem-solving skills as players work to unravel the mystery within a limited timeframe. It is a fun and engaging way to test one's knowledge of professions and enhance linguistic abilities while enjoying the thrill of unraveling the puzzle. This engaging activity tested participants' knowledge and encouraged critical thinking and problem-solving skills. Points were awarded based on accuracy, with the individual achieving the highest score rewarded for their proficiency.
3. The subsequent segment of the workshop introduced the Airplane game, leveraging the interactive capabilities of the wordwall.net website. This dynamic game presented students with questions about the accounting profession. Participants navigated a virtual landscape, utilizing touch or keyboard inputs to maneuver towards correct answers while avoiding incorrect ones. The game's competitive nature spurred enthusiasm and active participation, culminating in the recognition of the highest achiever with a well-deserved prize.

Through the strategic integration of informative presentations, interactive activities, and collaborative games, the workshop at St. Carolus High School Surabaya sought to cultivate a holistic understanding of the accounting profession while fostering a spirit of engagement and camaraderie among participants. By embracing innovative methodologies and participatory approaches, the workshop aimed to empower students with the knowledge and skills necessary for success in their academic and professional pursuits.

## RESULT

The team commenced their preparations promptly at 5:30 in the morning, marking the dawn of a day filled with promise and purpose. With meticulous planning, they allocated a generous hour to facilitate their journey to the designated workshop location, recognizing the importance of timeliness and preparedness in ensuring the smooth execution of their endeavors. As the first rays of sunlight kissed the horizon, signaling the beginning of a new day, the team embarked on their expedition, fueled by a collective determination to seize the opportunities ahead.

At 6:30 AM, the team arrived and was greeted by the familiar sight of the school hall, a backdrop transformed into a hub of activity and anticipation. With practiced efficiency, they embarked on preparing the space, arranging chairs, setting up equipment, and attending to the myriad details that would contribute to the success of the forthcoming event. Guided by a shared sense of purpose and camaraderie, they worked in harmony, each member contributing their skills and expertise to the collective effort.

As the clock struck the appointed hour, the Master of Ceremonies (MC) assumed center stage, commanding attention as he initiated the opening proceedings gracefully and eloquently. With a warm smile and a twinkle in his eye, he introduced the event's overarching theme, inviting participants to embark on a journey of discovery and exploration. In a seamless transition, he introduced the teams joining the gathering, acknowledged their contributions, and warmly

welcomed all assembled.

Following the MC's introductory remarks, representatives from the school administration took to the podium, offering encouragement and support to the participants. Their heartfelt sentiments underscore the occasion's significance, reinforcing community bonds and fostering a spirit of unity and collaboration. With reverence and solemnity, the MC then led the assembly in a moment of reflection, guiding them in a heartfelt opening prayer that invoked blessings and guidance for the endeavors ahead.

With the ceremonial formalities concluded, the stage was set for the substantive core of the event to unfold. Mr. Go George Herbert, S.E., MM, a renowned authority in the field of accounting, took to the platform to deliver a captivating presentation that would serve as the cornerstone of the day's activities. Over thirty minutes, he shared his expertise and insights, guiding participants through the intricacies of the subject matter with clarity and precision. Participants listened intently, their minds engaged, and their curiosity was piqued as they absorbed the information.



**Figure 1. Mr. Herbert is delivering material**

Throughout Mr. Herbert's presentation, participants demonstrated enthusiasm and engagement, actively participating in the accompanying quizzes and eagerly seeking clarification on points of interest. Their questions were met with patience and encouragement as Mr. Herbert fostered open dialogue and intellectual exchange. As the presentation drew close, the room buzzed with energy and excitement, with participants eager to apply their newfound knowledge in the activities ahead.

With the presentation's conclusion, the MC shifted gears, orchestrating a series of short games designed to reinforce critical concepts and foster camaraderie among the participants. One such game involved a words scramble activity, wherein participants were tasked with identifying professions related to accounting based on a jumble of letters. The atmosphere was electric as participants eagerly debated and deliberated, each vying for the title of highest scorer and the

accompanying prize.

Following the words scramble game, the MC introduced the following challenge: the Airplane game, a dynamic and interactive experience facilitated through the wordwall.net website. In this fast-paced game, participants were tasked with navigating a virtual landscape of questions related to the accounting profession; their goal was to identify correct answers while avoiding potential pitfalls swiftly. With adrenaline pumping and fingers flying, participants embraced the challenge with gusto, their competitive spirit driving them to excel and emerge victorious.

As the event's final moments drew near, participants reflected on the journey they had embarked upon together, grateful for the knowledge gained and the friendships forged along the way. With hearts full and minds enriched, they bid farewell to the school hall, their spirits buoyed by the memories of a day filled with learning, laughter, and shared experiences. As they dispersed into the twilight, each carried with them the promise of new horizons and the assurance that the bonds of the community would endure long after the echoes of the day had faded into memory.

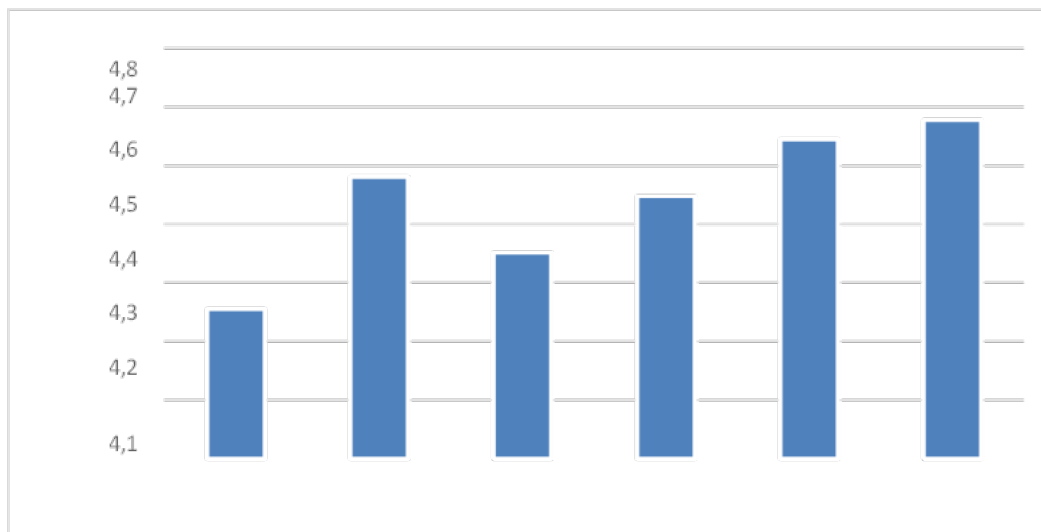


**Figure 2. Airplane Game**

Before the event closed, the MC allowed the event chairman to represent him and express his thanks for the opportunity to share knowledge with the students of St Carolus High School Surabaya. Apart from that, the school also expressed appreciation for the collaboration that has been carried out to share helpful knowledge for students' futures. At the end of the event, the committee evaluated whether the community service's initial objectives had been achieved.



**Figure 3, PKM Team, Student Committee, and participants**



**Figure 4. Feedback Result**

**Source:** processed by the team (2024) from the results of participants' answers to PKM.

Evaluation was carried out through a survey at the end of the event by distributing questionnaires online. Questions are asked to be filled in and use a 1-5 Likert scale. Number 1 strongly disagrees, and number 5 strongly agrees. Data shows that participants agree that the objectives of this workshop can run well and provide benefits for the future of students, with

an average answer of 4.3. Based on existing data, most workshop participants felt the benefits of the material presented, especially the words scramble games regarding the accounting profession in the future.



**Figure 5. PKM Teams**

However, this PKM activity could be better due to various obstacles and limitations. From the evaluation provided by the PKM team, the following suggestions and input can be used as a guide to improve further other PKM events in the future, including the duration of topic discussions should be longer, and serve as input for the future to be able to organize such events so that there is more time for students to have more extended discussions with the resource person. Furthermore, it is related to the event concept, which is already very interesting, and input so that the MC can be more creative in guiding the event.

## **CONCLUSION**

The community service that has been carried out has provided several good results, especially in educating students with fun and interactive concepts using the concept of gamification. This concept of gamification can create and make students more involved and interested in learning more about the accounting profession. The topics of the accounting profession can increase their awareness of the potential of a career in accounting and motivate them to explore the career options that are available further.



In addition, using a gamification approach, accounting concepts that are difficult to understand can be explained in a way that is easier for students to understand. Through games and simulations, students can see firsthand how these concepts are applied in real-world situations, increasing their understanding of the material.

The concept of gamification can increase students' motivation to learn by providing challenges and rewards in the form of scores or achievements. Gamification will make learning more fun and exciting for students, making them more motivated to participate actively in the learning process.

### ACKNOWLEDGEMENTS

This community service is funded by the Faculty of Economics and Business University of Pelita Harapan (2024) No. PM-030a-P-FEB/II/2024.

### REFERENCES

- Gunduzalp, C. (2024). The Effects of Digital Game-Based Learning in Technology-Oriented Course: A Case Study in the Biochemistry Department. *Journal of Education in Science, Environment, and Health*, 42–59. <https://doi.org/10.55549/jeseh.1419320>
- Muengsan, S., & Chatwattana, P. (2024). The Game-based Learning (GbL) Platform with Generative AI to Enhance Digital and Technology Literacy Skills. *Higher Education Studies*, 14(1), 46. <https://doi.org/10.5539/hes.v14n1p46>
- Rashid, Nurhamizah; Asri, Norain Mod; Al-Hadi, Azrina Abdullah; Chamhuri, N. (2024). *Persepsi Pelajar terhadap Pelaksanaan Gamifikasi di Luar Kampus*. 21(1), 4–6.
- Shalit, L., & Ronen, T. (2019). *Developing Learning Skills Through Movement*. 14(1), 169–183. <https://doi.org/10.20472/iac.2018.044.045>