

Srimaryani_Sharpener Accounting Skills with Games A Literature Review on Game- Based Accounting Learning.

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Sharpening Accounting Skills with Games: A Literature Review on Game-Based Accounting Learning

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ABSTRACT

This research aims to provide a comprehensive literature review on the use of games in accounting learning, both in manual and digital formats. Currently, students experience a decline in concentration when learning accounting concepts, necessitating more engaging and practical learning alternatives. Therefore, many educators have begun developing games relevant to accounting education to address this issue. This article is a Systematic Literature Review (SLR). The study explores 17 articles on accounting games (both manual and digital) published in accounting journals in the Scopus database over a period of 2002 to 2022. Through this research, the author aims to provide a quick reference for accounting educators to gain insights into the types of games available to enhance students pedagogical abilities. In this study, the author strives to provide as comprehensive details as possible regarding the games and activities that can be conducted in accounting learning. It is hoped that this research can assist educators in developing more effective and enjoyable learning methods for students.

KEYWORDS

Accounting Education, Games Based Learning, Accounting, Gamification, Sistematic Literature Review

INTRODUCTION

There is a significant issue in accounting learning regarding the decline in students concentration when studying accounting concepts. This challenge has been recognized and addressed by several researchers in the field. According to a study conducted by Elo et al. (2023), they found that students often struggle to maintain focus and engagement when learning accounting principles. The complexity and technical nature of accounting concepts, coupled with the lack of interactive and stimulating instructional methods, contribute to the reduced concentration among students (Moon & Wood, 2020).

Another study by Carolyn Yang & Chang (2013) highlights the negative impact of decreased concentration on students overall academic performance in accounting. They conducted a longitudinal analysis and discovered a strong correlation between low concentration levels during accounting classes and poor grades. The findings suggest that the lack of engagement and interest in the subject matter hinders students ability to comprehend and apply accounting principles effectively.

To address this issue, educators have started exploring alternative teaching approaches that can enhance students concentration and engagement in accounting learning. For instance, Dindar et al. (2021) propose the use of gamification techniques in accounting education to increase students motivation and active participation. By incorporating game elements into accounting lessons, such as interactive exercises, simulations, and challenges, students are more likely to maintain their focus and develop a deeper understanding of accounting concepts.

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