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The Application of Monopoly Game Learning Media in Increasing Student Motivation in Learning Basic of Accounting in Vocational School

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Abstract

Teachers can use various interesting learning methods and media to generate student learning motivation so that the students are enthusiastic and motivated to study well and thoroughly. One of the efforts to increase learning motivation is by using and applying the "monopoly game" learning media model and developing a learning model for the basics of accounting in Vocational School. This study used an experimental method with an experimental Posttest-Only Control Design. There were an experimental group with X treatment (using monopoly media) and a control group (using snake and ladder media). The sample of this study included all students of the 10th-grade accounting program, totaling 172 students. There were two kinds of measured learning motivation: intrinsic and extrinsic. The study results indicate that the motivation to learn in the experimental class using the media "monopoly game" is higher than the motivation to learn in the control class. Based on the results, it is concluded that there is a positive influence between using learning media through monopoly games and learning motivation in the basics of accounting in Vocational School.

Keywords: Accounting, Learning Media, Monopoly Game, Student Motivation.

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Introduction

In the learning process, the potential that exists in students varies depending on the potential they have. It is necessary to have motivation from within students in order to facilitate the activities of the teaching and learning process (Asri et al., 2021). Likewise, it is important that students are enthusiastic and happy to learn during the learning process so that the results obtained will be maximal (Marta et al., 2017). Motivation is the overall encouragement made to achieve learning objectives. Learning motivation can be influenced by several intrinsic factors or factors from within humans caused by the drive or desire for learning needs, hopes, and ideals. Extrinsic factors also affect learning motivation. Extrinsic factors include rewards, a pleasant learning environment, and interesting learning activities (Vagg et al., 2020).

Self-motivation in students will encourage students in the learning process so that students have enthusiasm and clear goals for learning. However, currently, there is a decrease in student learning motivation, one of which is because the national exam score is no longer a determinant of graduation (Romadhon et al., 2019). Students learning motivation will make them interested in learning and have clear goals, such as wanting to get good grades (Meyer et al., 2019). However, nowadays, there are still students who lack motivation and are not enthusiastic about learning. This attitude is shown by students who prefer not to go to school than to study in class (Hu et al., 2021).

A lack of student learning motivation can interfere with student education, especially in achieving maximum learning outcomes. With learning motivation, students consciously learn immediately without coercion and use the best possible time to learn. Furthermore, there are still students who skip school and spend their time in internet cafes (Sholihin et al., 2020). In the learning process, the teacher plays a role in delivering subject matter to students and also generating motivation for students (Tarchi et al., 2021). Teachers can use various interesting learning methods to motivate students to become enthusiastic learning. However, there are still many teachers who use monotonous learning methods.

In addition to methods in teaching, teachers must be able to practice using learning media as a resource in learning activities. With learning media, the learning process is more interesting so that the learning process can run optimally. Learning media can help the teacher's role in delivering learning material (Alsaif et al., 2019; Quinn et al., 2020; Vuma & Sa, 2017). However, there are still many teachers who do not use media in the learning process in learning activities. Currently, learning media continues to develop. It can be seen from the number of software used in making learning media, such as video scribe, Powtoon, Macromedia, Lectora, and many others. It indicates that teachers still lack an understanding of the application of technology in education (Aslam & Curry, 2021; Li et al., 2019; Romadhon et al., 2019).

Technology development in education is an innovation teacher must use and develop, especially in making interesting learning media in the learning process (Osman & Warner, 2020; Yani, 2018). Interesting learning media will make students serious about paying attention to the teacher's explanation, but teachers still lack in utilizing media when teaching at school, so the learning process becomes boring (Abdulrahaman et al., 2020; Chih-Ming & Ying-You, 2020).

Teachers must be able to use various media for the learning process, such as using software to create learning media. Teachers can also use games as a learning medium, such as monopoly games and snakes and ladders. Teachers can adopt these games and use them as interesting teaching media for students (Choi et al., 2019; Moreno-Camacho et al., 2019). By using games as learning media, students will be directly involved in learning activities so that the learning process is more effective and students will more easily understand the material being taught. The media used must also be considered with the learning objectives achieved in the subject (Glavas & Schuster, 2020; Hamadi et al., 2022a; Jeno et al., 2020).

Based on the preview studies, the quality of education is strongly influenced by the role of teachers and students in the learning process. In the learning process, each student has different learning motivations (Cavenett, 2013). Learning motivation is influenced by various factors, both internal and external. Learning motivation is also influenced by how attractive teachers teach. However, many monotonous teaching processes are still due to curriculum changes and a lack of

training (Cañado, 2020).

Research conducted by Bray et al., 2020; Haug & Mork (2021) concluded that the use of snakes and ladders learning media could affect students' mathematics learning motivation, and the questionnaire percentage increased from the "low" category to "very high" after the treatment of the experimental class.

Furthermore, Marta et al. (2017) have concluded that there are differences in student motivation in the cognitive motives aspect for the students who use the Teams Games Tournaments with the help of snakes and ladders game media and the students who use the direct instruction learning model. The difference with previous research is the structure of the research object, the research scope, and the subjects used. From this explanation, the problems identified are as follows: (1) the learning carried out by teachers in the vocational accounting expertise program is still monotonous; (2) many teachers have not innovated and improvised in applying learning media; (3) students' learning motivation is still low; (4) the development of learning media with the concept of learning while playing for the accounting field, for example, processing journal entries in accounting basics in vocational schools (Calabor et al., 2019).

Furthermore, the research limitation is the development of merchandising company accounting monopoly learning media on accounting vocational competence subjects and competency standards for processing special journal entries with the periodic recording method to increase students' learning motivation (Jindal et al., 2020). Based on the problems above, the study investigates the "monopoly game" learning media model to increase students' accounting learning motivation. This research gives a contribution to helping students develop creativity and learning innovation to produce competitive graduates.

Literature Review

Learning Motivation

Learning motivation is important for students to have in the learning process to achieve learning objectives. Motivation itself comes from the word motive; in the Big Indonesian Dictionary, motive has the meaning of the reason (cause) of someone doing something. Motivation is an impulse within a person to do something. Holmes & Rasmussen (2018) suggest that motivation can be said as "the driving force from within and within the subject to carry out certain activities to achieve a goal". On the other hand, motivation can be interpreted as a driving force to achieve the desired goal, and this is also supported by opinions (Al-Balushi et al., 2020) which state that motivation is a change in energy in a person which is characterized by the emergence of "feeling" and is preceded by a response to the existence of a goal. Meanwhile, according to Quinn et al. (2020), motivation is "a condition contained within a person that encourages him to carry out certain activities to achieve a goal." According to Minniti et al. (2017), motivation is "all the drives, desires, needs, and similar forces that drive a person's behavior." In this case, motivation is an impulse, a desire in the individual to do something to achieve the desired goal.

Furthermore, Huang et al. (2020) explained that learning motivation is the overall driving force in students that causes learning activities, which ensures the continuity of learning activities and which provides direction to learning activities so that the goals desired by the learning subjects can be achieved. Regarding learning motivation, according to Graham et al., (2020), learning motivation is an encouragement that allows students to do or act on something. According to Cho & Yang (2018), motivation is a guide for learning actions to clear goals that are expected to be achieved. From another sense, Osman & Warner, (2020) and Zendrato et al., (2020) state that learning motivation is a process that gives enthusiasm for learning, direction, and persistence of behavior. That is, motivated behavior is behavior that is full of energy, directed, and lasts a long time. As stated by Bjekić et al. (2014) learning motivation is a psychological factor that is non-intellectual; its role is passion or enthusiasm for learning so that a strongly motivated student will have a lot of energy to carry out learning activities.

Based on the understanding of learning motivation that has been stated, it can be concluded that learning motivation is a driving force and energy drive in a person that creates enthusiasm in

learning to achieve the goals to be achieved. Motivation is an important aspect of the learning process, and if there is no motivation in students, there will be no encouragement to carry out learning activities (Vatankhah, 2021). In classroom learning, the teacher plays an important role in delivering subject matter to students; besides that, the teacher also has a role as a generator of student motivation in learning to achieve good learning outcomes (Carrasco et al., 2021). Therefore, motivation is needed for students, and it encourages a sense of enthusiasm in them to follow the learning process. If students are enthusiastic and active in the learning process, of course, they will get good results in learning. It can be interpreted that learning motivation is a driving force within students to achieve the expected goals.

In the learning process, the teacher has an important role in motivating students to get maximum results in learning activities. For this reason, students focus on delivering the material presented by the teacher. In this case, the teacher must be able to attract students' attention with various ways of learning and interesting learning media (Meyer et al., 2019). Based on the description above, the technique of motivating students to learn can be done in ways such as using games as a fun learning medium so that students become interested and make the atmosphere a pleasant condition in class.

Learning Media

Media is a messenger, while learning is a process of interaction between teachers and students. As revealed by Romadhon et al. (2019) and Sholihin et al. (2020), the term medium is an intermediary that delivers information between the source and the receiver. In the learning process at school, the teacher is a facilitator who conveys learning objectives. In this case the teacher can use various ways and media to convey messages. According to Malhotra & Verma (2020), media are various types of components in the student's environment that can stimulate them to learn. Meanwhile, according to Jogezai et al. (2021), media is a physical medium that can present messages and stimulate students to learn.

Greene et al. (2020) stated that the media includes people, materials, equipment, or activities that create conditions that allow students to acquire knowledge, skills, and attitudes, which are conditioned to increase knowledge and insight, change student attitudes, or increase Skills. In Jogezai et al. (2021), learning media is a non-personal (not human) tool used or provided by teaching staff, who plays a role in the teaching and learning process to achieve instructional goals. The same thing was revealed by Greene et al. (2020) who said that learning media is "everything that can be used to channel messages, stimulate students' thoughts, feelings, attention and willingness so that they can encourage the learning process." Another opinion by Romig et al. (2018) stated that learning media can be understood as a communication medium used in context and to achieve learning objectives. It can be concluded that learning media is something used by teachers to stimulate students in learning activities to convey messages in learning. Learning media can be in the form of print media or in the form of digital media, which continues to develop along with the times; digital media is operated by a computer or can be projected using a projector in its use to increase knowledge and insight. The role of learning media for students is very important because learning media can attract students' attention so that the learning process runs optimally so that what students produce will be good (Chen & Jia, 2020).

Monopoly Learning Media

Monopoly is the most popular board game in the world (Marta et al., 2017; Vagg et al., 2020). In this game, players compete to accumulate wealth through the implementation of a toy economy system that involves buying, renting and exchanging land using play money. The way to play this game is that the player throws the dice in turns to move his pawns, and if he lands on a tile that is not owned by another player, he can buy the tile according to the price listed. If the plot has been purchased by another player, he must pay the player a rent that has also been determined. When playing monopoly, players are not only taught how to count dice and moves but also take into account several economic calculations and analyses according to the squares they get.

In line with the development of the game monopoly, The Ohio State University 1963 introduced the use of the monopoly accounting game. This trial indicates the potential benefits of

using accounting game media as a substitute for training in financial accounting to enable each student to solve different problems with other students (Yuniarti & Homan, 2013). Albert suggested that the monopoly accounting game is an example of a simulation game that produces transactions for practice in the accounting process, where each transaction will be recorded and summarized into a financial report.

It can be concluded that the monopoly game is a board game that uses an economic system. This game competes in accumulating wealth from several transactions that occur, such as buying, leasing, and exchanging land through the medium of toy money. The difference between the accounting monopoly game lies in the target player and the monopoly design. This monopoly is used as a learning medium in delivering accounting materials that are adapted to the accounting context in the field. As in the matter of trading companies, the monopoly contains several transactions related to the company, and then players are required to record every transaction that occurs (Shapiro, 2020).

Basic Accounting

Accounting itself has a basic concept. This basic concept can be based on several versions. The basic concept of accounting according to the Indonesian Accounting Association (IAI) in the Basic Framework for Financial Presentation and Reporting (KDPPLK) paragraphs 22 and 23 states that the basic accounting assumptions are based on the accrual basis and going concerned (Apostolou et al., 2019). According to the International Financial Reporting Standard (IFRS) in The Conceptual Framework for Financial Reporting paragraph 4.1, the basic assumption of accounting is only going concerned(Alali & Cao, 2010)

Basic Concepts of Accounting, according to Apostolou et al. (2019), contain theories about accounting in general. "In general, accounting is an information system that is used to convert data from transactions into financial information." From this understanding, a simplification of the basic accounting equation can be made as follows:

Assets = Liabilities + Capital

Meanwhile, Romney & Steinbart (2018) define "Accounting as the process of identifying, recording and reporting all transactions or economic events that occur in a company." According to (Fitrios, 2016), the discipline that provides the information needed to carry out activities efficiently and accounting from the point of view of the activation process can be defined as the process of recording, classifying, summarizing, reporting, and analyzing financial data in an organization.

Research Hypothesis

Based on the above framework, the following research hypotheses can be proposed: "there are differences in the use and application of the "monopoly game" learning media model and model development in increasing students' learning motivation."

Methodology

Research Methods and Design

The research method used is an experimental method with an experimental Posttest-Only Control Design (Ghofar et al., 2007; Ingleby, 2012). There is an experimental group and a control group. The experimental group will be treated with X, and the control group will not be treated (Table 1). At the end of the study, both groups will be given a posttest (Farrugia et al., 2010). This method was chosen (Wu Suen et al., 2014) because it is by the objectives to be achieved, namely to determine the differences in the learning motivation of students who use learning media through monopoly games as the group that receives treatment with those who use the snake and ladder game as the control group in the study. According to Sugiyono (2013), Research with an experimental approach is a study that seeks to find the effect of certain variables on other variables under strictly controlled conditions. This opinion is supported by (Reips & Krantz, 2010; Tanner, 2018).

Table1. Research design

Group	Treatment	Posttest
E	X	O1
K	-	O2

Information:

E: Experimental group (using monopoly game media)

K: Control group

X: given treatment

O1:Experimental group's learning motivation

O2:Control group's learning motivation

The learning media in this study were the monopoly game for the experimental group and the learning media in the form of a snake and ladder game for the control group (Tanner, 2018). The existence of an experimental group and a control group to determine the difference in learning motivation between the group that was given the treatment of learning media through the game of monopoly and the group that was not in the same subject, namely the basics of accounting in class X accounting expertise program at SMK Jakarta.

Population and Sample

The population of the study was the students of the accounting expertise program at SMK Jakarta, a total of 244 students divided into 3-grade levels. The affordable population is all students of the class X accounting expertise program, totaling 172 students (Table 2). The sample taken must meet the specified criteria (Reips & Krantz, 2010). The sampling technique used is Proportional Simple Random Sampling (Reips & Krantz, 2010). This is because the sampling of members of the population is carried out randomly without regard to strata, but the distribution must remain proportional to those in the population. With this technique, all populations have the same opportunity (Reips & Krantz, 2010). The determination of the number of samples is as follows (Brown & Melamed, 2020; Hubbard et al., 2017):

Table 2. Determination of the Number of Samples

Class	Total Students	Media
Accounting 1 (Control Class)	86	Snake and Ladder
Accounting 2 (Experimental Class)	86	Monopoly Game
Total	172	

Data Collection Technique

This research data collection was carried out using an instrument in the form of a questionnaire (Likert scale) (Krosnick & Presser, n.d.; Nardi & Nardi, 2018) to measure students learning motivation who use learning media through monopoly media games (Hubbard et al., 2017).

Monopoly learning media is a simulation or simplification of the reality of transactions in the company. The player is the owner of the trading company that will carry out buying and selling transactions. Every transaction experienced must be recorded in a special journal. Several components that support transactions in accounting monopoly learning media include a monopoly board that contains the date of the transaction along with merchandise. My Card contains transactions that only involve one company itself, Bonus Cards as bonuses for players if they can answer questions and Cards owners as supporting information in the ownership of merchandise.

Learning motivation is measured by the type of motivation, namely; intrinsic and extrinsic motivation, with the following sub-indicators: the desire and desire to succeed and succeed, the drive and need for learning, the hopes, and aspirations, the cognitive drive, the desire to acquire skills, the existence of interesting activities in learning, the

environment conducive environment, praise, gifts, values, invitations, orders, rewards in learning, competition and punishment. The following is the lattice of learning motivation instruments (Table 3).

Table 3. Grid of Learning Motivation Instruments

Indicators	**Sub-Indicators**	**Trial Statement Number**	
		(+)	**(-)**
Intrinsic	There is a desire to succeed	1,3,5	2,4,7
	There is a drive and a need to learning	6,8,10,13	9
	There are hopes and aspirations for the future	11,12,15,16	14,19
	Cognitive boost	17,18,20,	21,22
	Desire to acquire skills	23,25,26	24,27
Extrinsic	There are interesting activities for learning	28,29,32	30,31
	There is a conducive environment	33,36	34,35,37
	Praise	38,39,41	40,42
	Reward	43,44,46,47	-
	Score/Mark	45,49,51	48,50
	Invitation	52,54,55	53,56
	Order/command	57,58,60	59,61
	There is an appreciation for learning	62,64,65	-
	Competition	63,66,68	67
	Punishment	69,70,71,73	72

This research instrument has passed the validity and reliability testing (Bolarinwa, 2015); Validity test using product moment with rough numbers. Reliability Test, which measures the reliability of the valid statement items, the Alpha formula is used (Taherdoost, 2018).

Data Normality Test (Ghofar et al., 2007; Lufkin et al., 2016; Suliyanto, 2011a) is used to determine whether the data used is normally distributed or not. The data is normally distributed if Lo < Lt. The normality test was carried out on the learning motivation of students who used learning media through monopoly games and students' learning motivations who did not use learning media through monopoly games. Data Homogeneity Test (Ghofar et al., 2007; Lufkin et al., 2016) was also conducted to determine whether the existing samples were homogeneous or not taken from the same population. This homogeneity test was carried out using the F test at a significant level of 0.05% (Suliyanto, 2011b).

Hypothesis testing (Farrugia et al., 2010); was carried out after the data analysis requirements were met. After it is known that the sample data is normally distributed and the data is homogeneous. To find out the difference, the hypothesis test was carried out using the T-test for separate samples (Brown & Melamed, 2020).

Results

Analysis Results

1. Descriptive Data

In this section, the study describes the research data regarding the differences in student learning motivation using learning media through the snakes and ladders game and learning media using monopoly media on accounting basics for students in the accounting expertise program at SMK DKI Jakarta. This study used two classes the experimental class and the control class, for the experimental class was carried out in class X AK-2 and control class X AK-1. The sample consisted of 86 students from the experimental class and 86 students from the control class. The research was conducted in 4 meetings with the subject of basic competencies 3.9

(deposits) and 3.10 (credits).

The experimental class was given treatment. The treatment was in the form of using the monopoly game as learning media, while the control class used learning media in the form of the snakes and ladders game. The instrument in this study was a questionnaire that was filled out after the students were given treatment. Before the researchers distributed questionnaires to the experimental and control classes, the researchers conducted a trial of the instrument to 86 respondents with 73 question items. After testing the validity and reliability, valid question items amounted to 59 of the 73 question items.

In the following, the results of data processing research on students' learning motivation from the experimental class and control class are presented after being given treatment.

Figure 1. Descriptive Statistics

Media	Learning Media			Statistic	Std. Error
Nilai Student Motivational Value	Snakes and Ladders Media	n		216.7326	.74496
		Confidence Interval for Mean	Lower Bound	215.2514	
			Upper Bound	218.2137	
		5% Trimmed Mean		216.7726	
		Median		216.5000	
		Variance		47.728	
		Std. Deviation		6.90852	
		Minimum		201.00	
		Maximum		230.00	
		Range		29.00	
		Interquartile Range		11.00	
		Skewness		-.003	.260
		Kurtosis		-.463	.514
	Monopoly Media	an		221.9651	.71479
		95% Confidence Interval for Mean	Lower Bound	220.5439	
			Upper Bound	223.3863	
		5% Trimmed Mean		221.8747	
		Median		222.0000	
		Variance		43.940	
		Std. Deviation		6.62872	
		Minimum		210.00	
		Maximum		237.00	
		Range		27.00	
		Interquartile Range		9.25	
		Skewness		.065	.260
		Kurtosis		-.506	.514

Based on Figure 1 above shows that N, or the amount of data for each valid variable, is 86; from 86 sample data of Snakes and Ladders Media (Control Group), the minimum value is 201.00, the maximum value is 230.00, the mean value is 216.7326, and the standard deviation value. Of 6.90852, which means the mean value > standard value so that the deviation of the data that occurs is low so that the distribution of the values is evenly distributed.

The results of descriptive statistics from the use of Monopoly Media (Experimental Group) obtained a minimum value of 210.00, a maximum value of 237.00, a mean value of 221.9651, and a standard deviation of 6.62872, which means that the mean value > standard value so that the data deviation is low so that the values are evenly distributed.

Testing Requirements Analysis

a. Normality test

The normality test is used to see whether the data that has been obtained is normally distributed or not and will be tested with the Liliefors formula at a significant level of 0.05, namely the risk of error is only 5%, and the confidence level is 95%. The data will be normally distributed if Lo < Lt. The normality test was carried out on the learning motivation of students

who used learning media through monopoly games and students' learning motivations who used learning media through monopoly games. It can be seen that the results of the Normality Test using the Kolmogorov-Smirnov show that the existing data is > 0.05, so it can be said that the data in the study is normally distributed.

b. Homogeneity Test

A homogeneity test is conducted to determine whether the sample is the same or not with data taken from the same population. This homogeneity test was carried out using the F test at a significant level of 0.05%. The homogeneity test results based on table 6 show all values > 0.05, so it can be concluded that the existing data is homogeneous.

Hypothesis test

Hypothesis testing is the last stage carried out after testing the data analysis requirements. Data analysis at this stage is carried out after it is known that the sample data is normally distributed and homogeneous. To find out the difference between the results of the experimental class and the control class, the hypothesis test was carried out using the t-test for separate samples (Table 4).

Table 4. Hypothesis Test

Statistics	Experimental Group	Control Group
Average value	221.965	216.733
Variant	47.73	43.94
Number of Samples	86	86
$T_{statistic}$	3.209	
T_{table}	1.66	

$$Sgab = \sqrt{\frac{(n_1 - 1)S_{1^2} + (n_2 - 1)S_{2^2}}{n_1 + n_2 - 2}}$$

$$Sgab = \sqrt{\frac{(86 - 1)\,43{,}94 + (86 - 1)\,47{,}73}{86 + 86 - 2}}$$

$$Sgab = \sqrt{\frac{3734{,}9 + 4057.05}{170}}$$

$$Sgab = \sqrt{\frac{7.791{,}95}{170}}$$

$$Sgab = \sqrt{45{,}835}$$

$$Sgab = 6{,}77$$

$T_{statistical}$ Calculation

$$t = \frac{\overline{x_1} - \overline{x_2}}{Sgab\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{221{,}965 - 216{,}733}{6{,}77\sqrt{\frac{1}{86} + \frac{1}{86}}}$$

$$t = \frac{5{,}232}{1{,}63}$$

$$t = 3{,}209$$

$T_{statistic} > t_{table} = 3.209 > 1.66$ so Ho is rejected

From the table above, it can be seen that the significance value is < 0.05; this means that H0 is rejected and Ha is accepted. With these results, it is concluded that there are differences in the use and application of the "monopoly game" learning media model and model development in increasing students' learning motivation (table 7).

Discussion

Based on the results of experimental research with two comparison classes between the experimental class and the control class, it is known that the average level of student motivation in the experimental class is higher than in the control class after the use of learning media "monopoly game" and model development in increasing students' learning motivation. This reflects that there is a positive influence of the learning media "monopoly game" on learning motivation in the basics of accounting. Based on the calculation of hypothesis testing using the t-test, it is known that the t-count obtained from the calculation results is 3.209, which is greater than the t-table, which is 1.66. It can be concluded that Ho (zero hypotheses) is rejected, and H1 (research hypothesis) is accepted.

The results of this study are on the theory mentioned by Arsyad (2011) about one of the practical benefits of using instructional media in the teaching and learning process. The theory says that the existence of learning media can increase and direct children's attention so that it can lead to learning motivation, more direct interaction between students and their environment, and the possibility of students learning independently according to their abilities and interests. This is also to the theory put forward by Dina (2011), which states that students will be more stimulated and motivated to learn better if the media used supports the interests and desires of students and makes it easier for them to learn effectively and efficiently.

The results of this study are also by Dian (2008) research entitled Monopoly game and snakes and ladders as a medium for practicing physics on the subject of "Style" in class VIII at MTsN Yogyakarta 1 with the results showing that the monopoly and snake ladder game model in physics learning can used to increase interest and motivation to learn physics. Students' physics learning achievement increases with the use of monopoly and snakes and ladders game media.

The results of this research and development are also in line with the research conducted by Agustiya et al. (2017). The results of the research show that there are differences in the level of students' learning motivation, both in the control class and the experimental class. In the control class, the student's motivation before treatment was 52%, while after treatment, it was 69% which only increased by 7%. Furthermore, in the experimental class, there was an increase in students' learning motivation by 35%; before treatment was 51%, and after treatment 86%. Therefore, in general, it can be said that the use of educative monopoly learning media (modified and developed monopoly) in learning activities can increase students' learning motivation so that it will have a good impact on student learning outcomes.

According to De Decce and Grawford, there are four teaching functions related to how to maintain and increase students' learning motivation, one of which is to excite students, namely teachers should avoid monotonous and boring teaching methods. Teachers must provide interesting material so that they can maintain and increase students' interest in learning (Djamarah, 2002). Therefore, the accounting "monopoly game" media that has been developed can be one solution to increase student learning motivation. This has proven successful based on the results of research conducted at MIN Tegalasri Wlingi Blitar, where the students experienced an increase in learning motivation after using the learning media.

In addition, according to Uno (2021),, there are a number of ways to improve children's motivation in learning, such as making innovative and unexpected connections to apply a known principle and concept, utilizing simulations and games, and fostering healthy competition among students.

Based on that explanation, the monopoly accounting learning media has become one of the alternative solutions to increase students' learning motivation. Accounting monopoly learning media can be a unique, interesting, and unexpected learning medium for students because this media combines monopoly games with accounting learning, which in general monopoly is just an ordinary game that is not related to lessons at school.

Learning in the classroom using game-based learning media is generally very popular with students because it will create a happy and fun classroom atmosphere. This is consistent with the

view of Sadiman & Rahardjo (2002), who argue that games as a form of educational media offer a number of benefits, including the following: students are more likely to be engaged in the learning process; the game can offer immediate feedback; concepts and roles can be applied to real-world situations and societal roles, and games are simple to create and simulate.

The following are some additional previous studies that also use the "monopoly game" learning media to increase students' learning motivation. The first research conducted by Ria Sartikaningrum (2013) entitled "Development of Accounting Monopoly Game Learning Media to Improve Student Motivation in Class X Accounting Expertise Program at SMK Negeri 1 Tempel" stated that the product had been developed by the procedures for developing accounting subject media. By the purpose of making media, students' learning motivation increased from what was previously included in the "fair" category to "very high."

Subsequent research from Faudany Agustiya, Ali Sunarso, and Sri Haryani (2017) with the title "Influence of CTL Model by Using Monopoly Game Media to The Students" Motivation and Science Learning Outcomes" states that research using the CTL method and monopoly game learning media is the right ways and means to increase learning motivation and it is proven that the experimental class and control class have increased their learning motivation and learning outcomes.

Based on the general description of student learning activities that occur during the learning process, which is the result of research conducted in the experimental class, it can be seen that most students are interested in the learning process with monopoly game media. The nature of the fun game makes students more enthusiastic and want to participate in the learning process that occurs. Active student learning activities in the learning process are more visible than learning using the snake and ladder game in the control class.

The accounting monopoly learning media that has been developed can also be used to create an atmosphere of healthy learning competition in the classroom. Learning with accounting monopoly is done in groups. In the implementation, each group will choose one winner from the game, and the winner will represent his/her group to play monopoly again with other groups. This can make learning more interesting and will certainly increase student learning motivation.

Overall, it can be concluded that the accounting monopoly learning media that has been developed can increase students' motivation in learning to account at SMK DKI Jakarta. This can be proven from the results of research taken from observations of students' motivation levels conducted by teachers and the results of motivational questionnaires conducted by students.

Conclusion

Based on the results of the research that has been done, it can be concluded that the use and application of the learning media "monopoly game" in learning the basics of accounting in the experimental class worked well. This learning media succeeded in increasing students' learning motivation when compared to the level of learning motivation in the control class applied to learning using the game of snakes and ladders. The positive effect of this "monopoly game" shows the influence of learning media in the form of games on learning motivation in the basics of accounting.

Suggestions

The findings of the research that has been carried out, we suggest that teachers ought to make use of the most effective learning resources that are at their hands in order to avoid making the learning process monotonous for their students, and they should also employ a variety of methods for teaching in order to inspire student motivation. Further, in order to get the most out of the learning process, teachers should be able to boost students' extrinsic motivation. Teachers can foster students' extrinsic motivation by making the learning process engaging and rewarding those who demonstrate initiative and initiative by correctly answering questions. It is also possible for educators to provide recognition for pupils' efforts. Teachers can also use competitions, such debates and other similar events, to encourage pupils to do better than their

colleagues. When conducting future studies, it is advised that a media appraiser with a higher level of accuracy and appropriateness be employed, as well as a wider variety of media.

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