

The Influence Of Gamification On Accounting Lessons: A Case Study

Nik Herda Nik Abdullah

School of Accounting and Finance, Taylor's University, 47500 Subang Jaya, Malaysia.
Email: nikherda.nikabdullah@taylors.edu.my

Abstract:

Learning accounting can be a difficult subject for many students. Students must demonstrate not just competency in accounting processes, but also a breadth of knowledge and appreciation of accounting theories, terminology, and fundamentals to properly interpret and apply the concepts. As a result of a lack of enthusiasm and engagement in traditional accounting teaching and learning techniques, students may struggle to understand fundamental accounting concepts, which discourages them from learning accounting. As educators, it is important for them to explore and consider different strategies for improving student engagement and motivation, such as gamification, which could be a useful tool for teaching and learning. Thus, in a learning environment that applies a gamification-based approach to competence evaluation, a novel learning experience capable of raising student motivation can therefore be generated. The main objective of this study is to investigate the students' perceptions of the effectiveness of using gamification in the classroom via Kahoot!. In addition, to obtain students' feedback on the implementation of gamification for the accounting lessons. A case study was used to evaluate the impact of gamification on students, which involved 50 Taylor's University undergraduate accounting students in their third semester. The findings show that adding a gamification method will increase students' interest in the class as well as their drive for achievement. Furthermore, this strategy was shown to have a positive influence on student motivation and effectively generate engaging lectures. Ultimately, gamification has a significant impact on students, increasing their enthusiasm and willingness to learn accounting.

Keywords: gamification, Kahoot!, accounting, student's motivation, teaching, learning.

1. INTRODUCTION

In this digital era, the evolution of information technologies has transformed the teaching-learning paradigm significantly. Thus, e-learning has evolved from traditional learning. Past studies such as Basuki and Hidayati (2019), Jamaluddin, Mahali, Mohd Din, et al. (2020), Taspinar, Schmidt, and Schuhbauer(2016), and Nah, Telaprolu, and Rallapali, (2013) discovered that gamification of teaching and learning may provide a useful technique to enhance students' engagement and motivation. Gamification is defined as 'the practice of using game design elements, game mechanics and game thinking in non-game activities to motivate participants'

(Al-Azawi, Al-Faliti, and Al-Blushi (2016). The application of game elements to non-game settings has been given a widespread attention to increase students' engagement and motivation in the classroom. Kahoot!, Padlet and Quizizz are examples of e-learning web-apps that are commonly used in conducting online activities in daily teaching-learning practices in the classroom.

The traditional technique of teaching accounting subjects has been in use for decades. Teachers in most classrooms rely on the textbook or PowerPoint slides to deliver lectures and demonstrate all of the workings on the blackboard or whiteboard while students sit quietly taking notes. Accounting may