

The Development of Monopoly as a Learning Medium Incorporating Visual, Auditory, and Kinesthetic Approaches to Enhance Basic Accounting Learning Outcomes at SMK Negeri 2 Jiwan

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Abstract

Innovation in the learning process must be carried out in accordance with students' learning needs in order to increase learning effectiveness and make the process more meaningful, thereby maximizing the achievement of learning objectives. This study aims to develop Monopoly as a learning medium based on the VAK (Visual, Auditory, and Kinesthetic) learning styles to improve Basic Accounting learning outcomes at SMK Negeri 2 Jiwan. The research used Research and Development (R&D) method with the ADDIE development model. The Monopoly game was developed through the Genially platform and the learning implementation strategy was adapted to the VAK learning styles. The developed media underwent feasibility validation, resulting in a feasibility score of 91.25% for content aspects, 86.67% for language aspects, and 80% for media aspects. After implementation, a limited trial showed an improvement in learning outcomes, with the average pre-test score increasing from 65.2 to a post-test average of 85.8. Field test results also indicated an increase from 64.2 to 87. Thus, the development of this VAK-based Monopoly learning medium has proven effective in enhancing learning outcomes in Basic Accounting.

Keywords: Monopoly; Learning Media; Learning Styles; Learning Outcomes; Accounting.

INTRODUCTION

Conventional accounting instruction is often perceived as unengaging and difficult to understand, particularly in the areas of basic theory and practice. The difficulty in grasping material through traditional teaching methods has led to accounting being regarded as a boring

and challenging subject to learn (Anam et al., 2022). This issue is often attributed to the teacher's delivery, which tends to be monotonous and lacking in interactivity. As a result, students lose interest in learning, which negatively impacts their understanding of key concepts and ultimately leads to suboptimal learning outcomes. Accounting lessons that focus heavily on theory and lack student interaction are often experienced as tedious by learners (Fadhillah & Khairani, 2024). In reality, learning should be adapted to students' learning styles—namely Visual, Auditory, and Kinesthetics—to improve academic achievement (Alditia et al., 2016). The VAK (Visual, Auditory, Kinesthetics) approach is essential for creating effective learning experiences: visual learners benefit from illustrations, auditory learners require verbal explanations, and kinesthetics learners learn best through hands-on practice. Therefore, developing VAK-based instructional media is crucial for creating more effective and engaging learning environments.

This issue presents a challenge at SMK Negeri 2 Jiwan, a vocational high school that offers an accounting major. Teaching, which should ideally be enjoyable, interactive, and tailored to students' needs, has yet to be fully realized. Several contributing factors to this challenge include low student motivation, monotonous material delivery, unaddressed differences in learning styles, and reliance on conventional teaching methods and media. These conditions result in poor material comprehension, passive classroom behavior, and a lack of motivation—highlighting the urgent need for more effective and responsive instructional innovations.

Relevant previous studies support this research. For example, Agustin et al. (2024), in their study at MA Negeri 3 Tasikmalaya, found that the use of Monopoly as a learning medium positively influenced students' engagement and activeness in the learning process. Similarly, Chodijah (2022) reported that the Monopoly learning media increased student participation and motivation. This was evident from students' improved confidence in conducting analysis and the overall improvement in learning achievement, as demonstrated by increased mastery in class XII IPS 1 at SMA Negeri 2 Sampang. The Monopoly-based learning media also contributed to enhancing students' interest in learning.

The use of Monopoly as a learning medium has also been shown to increase students' interest in learning. A study conducted at SMA Muhammadiyah 3 Surabaya demonstrated that the use of Monopoly-based instructional media produced significant results and had a positive impact on students' learning interest (Prasetya, 2022). Similarly, research by Amalina & Inayati (2021) concluded that the development of Monopoly-based learning media was both feasible and effective, and it successfully enhanced students' motivation in Class X IPS A at SMAN 1 Singosari.

The objective of this study is to design a learning medium based on the VAK model (Visual, Auditory, and Kinesthetics), to be implemented within a differentiated learning approach in order



to address students' diverse learning styles. The combination of VAK-based learning media and the implementation of differentiated instruction is believed to foster a more adaptive and responsive learning environment. Variations in students' learning styles can be accommodated through differentiated instruction, enabling the learning process to meet learners' needs according to their individual characteristics (Rafiska & Susanti, 2023).

The Monopoly game was chosen and will be developed as a learning medium to teach basic accounting, as it is considered effective in meeting the needs of different learning styles in an innovative, engaging, and outcome-oriented way. Monopoly was selected due to its simple gameplay, ease of preparation, and its capacity to convey a large amount of information in a straightforward manner (Kurniawati, 2021).

DEVELOPMENT

Development is a process of designing, creating, and utilizing various tools and resources to produce something meaningful. It is a systematic process aimed at creating, refining, and perfecting a product to enhance technical, theoretical, and conceptual capabilities in line with specific objectives (Ritonga et al., 2022). Educational technology is one of the products resulting from such development, leveraging science and technology to address educational challenges (Salsabila & Agustian, 2021). In the context of education, development refers to efforts aimed at improving the quality of learning through products that can effectively support the learning process in accordance with learners' needs. Educational development is therefore essential for facilitating the teaching and learning process through relevant and effective innovations.

LEARNING MEDIA

Learning media are simple tools used by educators to visualize the material being delivered, with the aim of helping students understand and internalize the lesson, thereby achieving the intended learning objectives. Learning media serve as intermediaries in the teaching and learning process, functioning to convey subject matter in a way that increases students' interest and engagement (A. P. Wulandari et al., 2023). Effective learning media present information clearly to support a more meaningful and complete learning experience (Anafi et al., 2021).

In practice, learning media consist of various types that can be tailored to instructional needs, including visual media, auditory media, and kinesthetics media. Auditory learning media are tools that produce sound and are used by teachers to deliver material to students during the learning process. These tools are particularly effective for students who



learn best through hearing (Damayanti et al., 2020).

Visual learning media are tools used by teachers to convey material visually, often in the form of demonstration images or diagrams that students can observe to obtain learning information (Mayasari et al., 2021).

Meanwhile, kinesthetics learning media are designed to involve physical activity or movement as a method for delivering subject matter. These media are especially suitable for students with a kinesthetic learning style, as they incorporate physical engagement into the learning process (Muna et al., 2023).

VAK Learning Styles (Visual, Auditory, Kinesthetic)

The VAK learning style refers to a learner's preferred method for processing information within instructional material, using three sensory-based approaches: visual (through sight and visualization), auditory (through hearing), and kinesthetic (through movement and physical activity). Implementing instruction that aligns with students' VAK learning styles can enhance the effectiveness of learning and support students in better understanding concepts (Nomeni et al., 2024).

According to Labu (2021), students' learning styles are generally categorized into three types:

1. Visual Learning Style – individuals learn best through observing or seeing.
2. Auditory Learning Style – individuals learn best by listening.
3. Kinesthetic Learning Style – individuals learn through physical activity or tactile experiences.

LEARNING OUTCOMES

Learning outcomes refer to the changes in ability or competence achieved by students after undergoing the learning process. They represent students' academic achievements, typically measured through assessments or tests (Dakhi, 2020). Learning outcomes also serve as indicators of the level of understanding gained from the instructional material (Nurohmah et al., 2022). The attainment of good learning outcomes is influenced by various factors, both internal and external.

A study by Yandi et al. (2023) identified several key factors that influence learning outcomes, including:

1. the availability and quality of learning resources,
2. the school environment, and
3. the school's cultural context.

In addition, H. Wulandari & Nisrina (2020) emphasized the role of teacher-student

relationships, instructional methods, learning media, and students' learning motivation. These findings suggest that differences in individual circumstances, learning conditions, and backgrounds all contribute to variations in students' academic achievement.

MONOPOLY GAME

The Monopoly game is a board game which involves managing financial assets through various property-related transactions, aiming to accumulate wealth and gain advantage over opponents. The game uses play money as a medium of exchange to acquire assets during gameplay. In Monopoly, players compete economically by engaging in buying, selling, and trading activities (Diyana & Atok, 2021). This game is increasingly used as a learning medium to enhance students' motivation by offering an engaging and active experience. It introduces basic economic and financial concepts—such as buying and selling—in a simplified and enjoyable way.

METHODOLOGY

This study used a Research and Development (R&D) approach with a qualitative descriptive method. The development model used in this research is the ADDIE model, which include the stages of Analysis, Design, Development, Implementation, and Evaluation. Research and Development aims to produce a product that offers practical benefits to a broader community, particularly in the field of education (Safira et al., 2021). The research was conducted at SMK Negeri 2 Jiwan, with the research subjects being students of Class X Accounting and Financial Institution 1 (X AKL 1). The sample consisted of two groups:

- A limited trial group from Class X AKL 4 with 25 students,
- A field trial group from Class X AKL 1 with 30 students.

Primary data were collected through observation, interviews, questionnaires, and pre-tests and post-tests. Data sources included media experts, content experts, language experts, students, and subject teachers of basic accounting at SMK Negeri 2 Jiwan.

The development process of the learning media is described in detail in each phase of the ADDIE model:

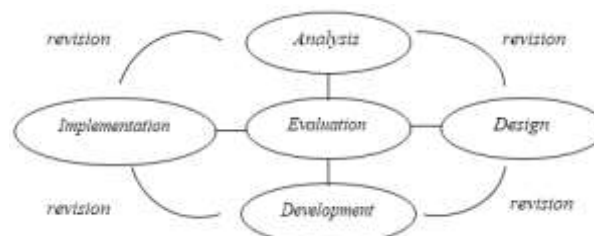


Figure 1. The ADDIE Model Development Process

1. Analysis:

The analysis phase was conducted on the learning process of Class X Accounting and Financial Institution 1 at SMK Negeri 2 Jiwan. This stage served as the basis for determining the appropriate instructional media. The analysis was carried out based on data collected through interviews, observations, and questionnaires.

2. Design:

At the design stage, the instructional media was planned in accordance with the Learning Outcomes and Learning Objectives. The researcher determined and designed the learning media to align with students' learning styles.

3. Development:

During the development stage, the researcher developed the instructional media product based on the previously created design. Once the product was completed, it underwent validation or expert assessment. The feasibility of the learning media was evaluated using a Likert-scale questionnaire, with validation scores calculated accordingly.

$$P = \frac{SP}{\sum Max} \times 100$$

Explanation:

P : Feasibility percentage

SP : Total score given by the validators

ΣMax : Maximum possible total score

Table 1. Media Feasibility Criteria

Feasibility Percentage	Feasibility Category
90% – 100%	Very Feasible
75% – 89%	Feasible
65% – 74%	Fairly Feasible
55% – 64%	Not Feasible
0% – 54%	Very Unfeasible

4. Implementation:

The implementation of the product was carried out through limited trials and field testing. These trials were conducted to examine whether the use of the instructional media had an impact on the learning process.

5. Evaluation:

Evaluation was conducted by analyzing the feedback from both students and teachers regarding the developed instructional media, including the strengths they identified.

RESULTS AND DISCUSSION

Analysis

An analysis was conducted on the learning process, learning styles, and instructional needs. The findings revealed that the learning process had been predominantly monotonous and conducted using conventional methods. The diversity of students' learning styles had not been adequately accommodated. These issues resulted in low motivation and interest among students, which negatively affected their understanding of the material. Students expressed the need for innovation, particularly in instructional media.

Table 2. Classification of Students' Learning Styles

Group	Visual	Auditory	Kinesthetic
Limited Trial	15	13	5
Field Trial	13	14	7

Design

The design stage involved preparing a comprehensive instructional media plan, including the selection of appropriate media, the structuring of instructional content, and the planning of visual presentation. The concept of learning through play was implemented by adapting the Monopoly game to meet educational needs. This was followed by the development of learning materials and supporting instruments tailored to the VAK learning styles (Visual, Auditory, Kinesthetic), Learning Outcomes, and Learning Objectives. The process concluded with the design of the game layout and the compilation of an instructional guidebook.

Development

The development phase focused on building the instructional media based on the design plan and conducting expert validation to ensure the feasibility and alignment of the Monopoly-based learning media with the research objectives. Development began with the creation of interactive learning media using the Genially platform, followed by the modification of the Monopoly game to suit its purpose as a learning tool. All necessary components—such as the background, illustrations and icons, instructional content, questions, and game instructions—

were integrated into the media according to the design features. Each element was organized and configured based on its function and the platform's available features. The final step in this phase was conducting a trial run of the game to ensure all features operated correctly, followed by validation by three experts: a content expert, a language expert, and a media expert, who assessed and evaluated the relevance and feasibility of the product.



Figure 2. Front View of the Learning Media

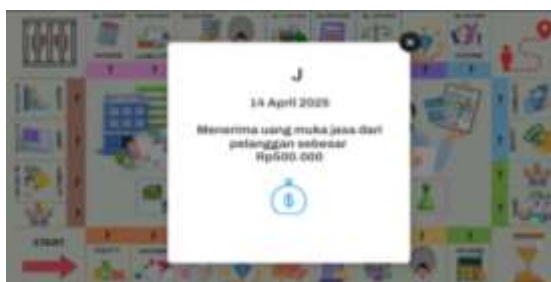


Figure 4. Display of Skill-Based Questions



Figure 3. Display of Material and Comprehension Questions



Figure 5. Display of the Instruction Manual

An assessment was then conducted using a questionnaire with five rating scales: very good, good, fair, poor, and very poor. The results of the validation tests conducted by the experts for each aspect can be seen in Table 3.

Table 3. Average Results of Expert Validator Assessments

Assessment Aspect	Total Score	Percentage	Feasibility
Content	73	91.25%	Very feasible
Language	52	86.67%	Feasible
Media Phase 1	48	80%	Feasible
Media Phase 2	59	98.33%	Very feasible

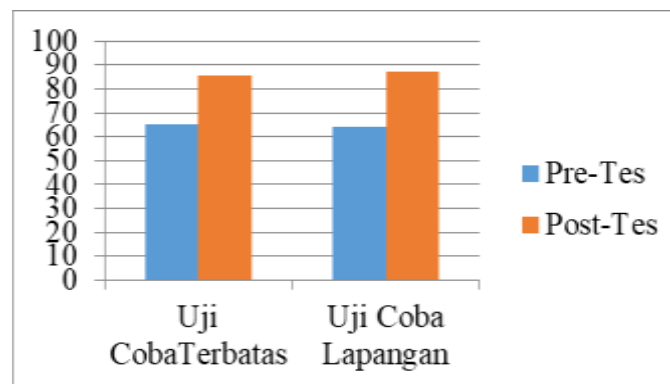
After the validation by experts in the aspects of content, language, and media, the Monopoly Game was deemed highly feasible for implementation as a learning medium. Therefore, the product was implemented in the learning process through trial groups to determine its success and impact on students' understanding and learning outcomes.

Implementation involved applying the Monopoly Game as a VAK-based learning medium in basic accounting lessons. This was done through limited trials, field trials, and analysis of the feasibility and practicality of the developed learning media. In each trial, students were given pre-test and post-test questions to measure the effectiveness of the learning media in improving student understanding.

Table 4. Average Student Learning Outcomes

Group	Average Pre-Test	Average Post-Test	Average Attitude	Average Skills
Limited Trial	65.2 Mastery Level: 24% (6 students achieved mastery)	85.8 Mastery Level: 88% (22 students achieved mastery)	83,2	87,6
Field Trial	64.2 Mastery Level: 13.4% (4 students achieved mastery)	87 Mastery Level: 96.67% 29 students achieved mastery	84,67	85,6

From the table above, it can be seen that the use of learning media has a positive impact on students' understanding. This is evident from the improvement in learning outcomes after the implementation of appropriate learning media. In the limited trial, the average pre-test score of 65.2 increased to 85.8 in the post-test, showing an improvement of 20.6 points. Meanwhile, in the field trial, the average pre-test score of 64.2 increased to 87 in the post-test, indicating an improvement of 22.8 points.



Graph 1. Learning Mastery Results

After the product was implemented in the learning process, students were then asked to complete a questionnaire to assess the practicality of the product.

Table 5. Average Results of Media Practicality Assessment

Group	Total Score	Maximum Score	Percentage	Practicality
Limited Trial	1,976	2,500	98.8%	Very Practical
Field Trial	2,469	3,000	82.3%	Practical

Based on the high scores and percentages, the learning media is declared practical and can be used in the learning process of basic accounting on the topic of service company transactions. Several assessment aspects received the highest scores, such as language clarity, product usefulness, material clarity, attractiveness, and the ability to increase motivation. These support the conclusion that the learning media is indeed feasible, practical, and effective for implementation.

Evaluation was conducted on the learning media product with the aim of determining the impact of its implementation on student learning outcomes. The influence of using Monopoly as a learning media was evident from the significant increase in pre-test and post-test results. This can be seen from the percentage of students who achieved the Minimum Mastery Criteria (KKM), which reached 88% and 96.67%.

Accuracy Level of Measurement

The implementation of Monopoly as a learning medium has proven effective in improving student learning outcomes, as indicated by the significantly high average scores—regardless of

whether students had visual, auditory, or kinesthetic learning styles. This demonstrates that using Monopoly as a learning medium, especially for the topic *Business Transactions in Service Companies*, can accommodate the learning needs of students based on their individual learning styles within a classroom. The following table presents the average scores of students according to their learning styles:

Table 6. Average Student Scores by Learning Style

No	Learning Style	Pre-Test	Post-Test	Improvement
1	Visual	65.5	89.0	23.5
2	Auditory	61.9	85.4	23.5
3	Kinesthetic	66.4	86.4	20.0

CONCLUSION

Monopoly as a VAK-based learning medium is deemed feasible based on validation tests conducted by content experts, language experts, and media experts. The results of the validation showed a feasibility score of 91.25% for content, 86.67% for language, and 80% and 98.33% for media in stages 1 and 2 respectively. Based on these validation results, the learning media meets the established criteria and is therefore suitable to be implemented in basic accounting learning.

Monopoly as a VAK-based learning medium is considered practical and effective in improving student learning outcomes. This is evident from the average post-test scores in the limited trial group (85.8) and the field trial group (87). A significant improvement was also observed in students' learning outcomes based on their learning styles: visual learners averaged 89, auditory learners 85.4, and kinesthetic learners 86.4. Additionally, the practicality of the media was confirmed through questionnaire results: 98% in the limited trial group and 82.3% in the field trial group.

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