

Original Article

Gamification E-Commerce Simulation: Improving Understanding of Marketing Concepts and Digital Kewirasahaan in Learning Economics

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Abstract

Conventional economic learning, especially in marketing materials and entrepreneurship, is still dominated by theories through lectures and textbooks. This causes concepts such as digital marketing strategy, pricing, and financial analysis to be abstract and difficult to understand in depth by students. This research uses a qualitative approach with the type of library *research*. The data source that will become the foundation of this research is entirely secondary data, which is classified into three main categories. The research results show that: 1). From Theory to Practice: Membongkar Kekakuan Curriculum Via Simulasi Pengaman Digital Berjualan adalah that the simulation of digital berjualan experiences successfully transforms learning economics from a rigid theoretical approach into a contextual experience.. 2). Game Mechanism: Mendesain Klus Belajar from Planning to Analysis of Financial Reports is that the mekanisme game terstruktur that forms a comprehensive learning cycle. Siswa goes through three main phases: business planning (market research, HPP calculation), execution (online shopping marketing, digital marketing strategy), and evaluation (sales data analysis, profit loss report preparation). The integration of gamification elements such as point systems, badges, and leaderboards creates a holistic learning process that integrates marketing, operational, and financial aspects. Impact and Reflection: Enhancing Digital Economy Literacy and Entrepreneurial Spirit of Students is that the implementation of gamification *e-commerce* simulation produces a multidimensional impact on improving digital economic literacy and strengthening the entrepreneurial spirit of students. There was a significant increase in conceptual understanding where students did not understand economic terminology but were also able to apply it in business decision making.

Keywords : Gamifikasi E-commerce Simulasi, Pemasaran, Digital Kewirausahaan, Pembelanja Ekonomi

Introduction

Gamifikasi dalam *e-commerce* context merupakan representasi important dari



innovation education in digital economy and business. By utilizing game elements, gamification can increase user engagement and facilitate the learning process of marketing and business concepts among students. This research focuses on the background of the importance of gamification in *e-commerce* and its impact on the understanding of the deeper economic concept through several relevant theoretical perspectives.

Studies show that gamification in *e-commerce* significantly affects consumer purchase intentions and brand loyalty. Research by Aparício et al. It shows that reputation and gamification are the main determinants of *e-commerce* usage and purchase intentions (Aparício et al., 2021). Gamification can be divided into several factors, such as giving gifts as an economic factor and increasing the level as an achievement factor, which indicates that creating a pleasant shopping experience can attract more customers (Kadir et al., 2024).

Di samping itu, the literature about digital entrepreneurship is the dynamics that play a role in the formation of digital entrepreneurship intentions. According to Mir et al., there is still a lack of knowledge about how digitalization affects the motivation of individuals to start their own business (Mir et al., 2022). Through games and approaches based on gamification in *e-commerce* education, students can acquire practical knowledge that equips them with important skills to adapt and compete in the rapidly changing digital business world.

Furthermore, digital transformation and digital business models also play a role. Bican and Brem show that digital innovation leads to significant organizational change and affects the way business operates (Bican & Brem, 2020). Understanding the digital business model is the key to improving students' ability to implement entrepreneurial ideas in the context of the digital economy (Kollmann et al., 2021). Digital entrepreneurship, which appears as an important phenomenon, requires effective teaching and the application of new technologies that have an impact on current business practices (Wang, 2023).

With the increasing interest in global *e-commerce*, there is a need to develop a learning platform that can bridge the gap between traditional education and the need for students to understand the digital market. Research by Wang shows the need for integration between online and offline strategies in *e-commerce* education to prepare students to face challenges in the industry that is increasingly focused on technology (Kusumawardani et al., 2023). Gamification-oriented education can provide realistic simulation for students, which not only increases theoretical knowledge but also practical ability in running a business.

There is technical relevance in understanding the role of gamification in *e-commerce*. Liu et al. by Kusumawardani et al. both menyoroti that gamification can increase the adoption of *e-commerce* by affecting the utilitarian and hedonic values of the online shopping experience (Liu et al., 2023). Therefore, the integration of gamification in *e-commerce* learning provides a unique opportunity to understand and apply the principles of digital marketing and business in the real world. Through training designed using gamification, students will not only get a deeper understanding of the theories underlying *e-commerce* and business, but also practical skills that will help them adapt quickly to the increasingly complex digital business ecosystem.

Learning economics, especially in the field of marketing and entrepreneurship, is often

stuck in theoretical and abstract presentation. Methode ceramah dan textbook makes students difficult to understand complex concepts such as marketing strategy, price setting, and financial management. As a result, the knowledge gained by students is not applied well and has minimal practical value, whereas digital entrepreneurs need high practical skills.

This research is urgently needed because the world has been transformed digitally, while classroom learning methods have not caught up with these changes. Generasi Z yang merupakan digital native should be directed to potensiya secara productive. By simulating entrepreneurial experience on an *e-commerce* platform in a structured and safe manner, learning economics is not only more relevant but also able to foster entrepreneurial spirit, digital literacy, and 21st century competence that is critical for students.

The purpose of this research is to analyze the effectiveness of the gamification model of *e-commerce* simulation in improving the conceptual understanding of students in economics subjects, especially in the topic of marketing and digital entrepreneurship. In addition, this research also aims to evaluate the impact of this method on the development of practical skills, creativity, and entrepreneurial interest among students.

METHOD

"Gamifikasi *E-commerce* Simulasi: Enhancing Pemahaman Konsep Pemasaran dan Kewirasahaan Digital pada Pembarjana Ekonomi" is a qualitative approach with the type of library research (*library research*). This approach was chosen because the focus of the research was to develop a theoretical concept or model by analyzing, synthesizing, and critically evaluating the previous findings and theories. Through an in-depth literature study, this research aims to develop a comprehensive conceptual framework about design, mechanisms, and the potential impact of *e-commerce* gamification in the context of economic education, without direct intervention in the field.

The data source that will become the foundation of this research is entirely secondary data, which is classified into three main categories. First, textbooks and modern academic references that discuss research methodology, gamification theory in education, pedagogy of the 21st century, as well as curriculum and economic learning strategies. Second, scientific journal articles, both national and international, focusing on the application of gamification, business simulation, entrepreneurship education, and digital technology integration in learning. Thirdly, research reports and relevant policy documents, such as publications from the education ministry and a trusted education research institution that raised the issue of project-based learning effectiveness and simulation. The selection of data sources is done purposively with the main inclusion criteria, namely the credibility of the publisher, the depth of analysis, the relevance of the topic to the research variable, and the topicality of the publication (Sugiyono, 2023).

The applied data collection technique is a systematic document study. Jadi, in sebuah tukwanan sangat masangan untuk thinking systematically, thinking systematically means thinking about all the components by considering the role of each component and how they interact with one another so that the set goal can be fully achieved. Harmonious or heterogeneous interaction between one element and another element will affect the result and will affect the achievement of the objective (Azmi et al., 2022). This process involves an extensive search of literature through online journal

databases such as Google Scholar, Scopus, and Sinta, as well as digital library catalogs. Pencarian done dengan menggunakan kombinasi kata kunci strategis seperti " *gamification in economics education* ", " *e-commerce simulation model* ", "digital entrepreneurship learning", dan padanannya dalam Bahasa Indonesia. Once the document is collected, the process of selection and codification is done based on its relevance with the focus of research to ensure the depth and feasibility of the data analyzed (Moloeng, 2021).

Furthermore, the data analysis technique used is qualitative content analysis (*qualitative content analysis*) interactive model. This analysis is carried out through three activities that are related and take place simultaneously, namely: data reduction, data analysis, and conclusion analysis/verification. In the data reduction stage, various topics from the literature were selected, distributed, and distributed to simplify the main task. The data is then presented in the form of a comparative matrix and narrative descriptions that measure the relationship between the gamification concept, *e-commerce* elements , and expected learning outcomes. The process of analysis is cyclical and iterative, allowing researchers to continuously reflect and improve their understanding of how a digital *e-commerce simulation can be designed to transform students' conceptual understanding and entrepreneurial skills* (Creswell & Poth, 2023).

To guarantee data integrity in this qualitative research study, the technique used is source triangulation. Triangulation is done by comparing and analyzing information and conclusions obtained from one source (for example, a journal article) with information from other data sources (for example, a text book or a different research report). By comparing and confirming findings from various sources, researchers can ensure that the model framework and conclusions that are built are not based on a single perspective, thus increasing the degree of credibility , depth, and validity of the resulting analysis. This process is very vital for minimizing bias interpretation and building strong arguments (Moloeng, 2021).

RESULTS AND DISCUSSION

A. Dari Teori ke Praktik: Membongkar Kekakuan Kurikulum Melayu Simulasi Pengalaman Berjualan Digital

Research findings show that the conventional approach to teaching marketing and entrepreneurship has created a significant gap between academic theory and contemporary digital business dynamics. Curriculum that focuses on memorizing classic theories from textbooks proved not to be adequate to prepare students to face the complexities of entrepreneurship in the digital era. Through the simulation of digital sales experience, this research finds a fundamental transformation in the learning process where students are no longer passive objects receiving information, but active subjects who experience direct business processes. This simulation succeeded in building up the curriculum by providing an authentic context where abstract concepts such as market segmentation, branding, and customer relationship management become alive and meaningful. In a simulated environment that resembles the actual *e-commerce* platform , students will experience directly how theory must adapt to the dynamic market reality, an experience that cannot be obtained through traditional lecture methods. This finding is consistent with the principle of constructivism which emphasizes that knowledge is built most effectively through direct experience and reflection on that experience (Fullan, 2021).

The integration of practical experience in education, especially in the context of a weak curriculum, has become central to efforts to improve the quality of education in Indonesia. In this case, the application of simulation methods, such as digital sales simulation, is important for improving the curriculum and providing learning experiences that are more dynamic and relevant.

One of the studies that highlighted the challenges in the implementation of the local culture-based curriculum is research by Febriani and Hanani, who found that the limitations of the national curriculum often become an obstacle in adopting local values such as Minangkabau culture in education (Febriani & Hanani, 2024). This study shows that strategic solutions, including training for teachers and increasing community participation, need to be applied to overcome this problem. A method like a workshop involving practitioners, as described by Kesuma et al., can provide a practical perspective that encourages a better understanding of digital sales (Kesuma et al., 2024). On the other hand, active learning such as simulation is proven to be effective in improving literacy and solving student problems (Santika et al., 2023; Amanah et al., 2023).

The immersive experiential learning method through simulation games, as used in the research of Santika et al., shows that students interact with the real world in the simulation environment, improve their skills in market analysis and business decision-making (Santika et al., 2023). By using a platform like TikTok Shop to sell products, students can learn directly about the dynamics of sales in the digital era, which also builds their creativity and leadership in entrepreneurship (Kesuma et al., 2024).

Pentingnya penganjara teknologi dalam pendidikan semakin dikankan dengan research yang mengeksplorasi efek method *Technology-Based Learning* (TBL) pada hasil belajar siswa. This study shows that students who learn with technology-based simulation after engaging in conventional learning show significant improvement in numeracy and problem solving (Simamora et al., 2023; Amanah et al., 2023). Therefore, the application of technology in the development of the education curriculum is not the only way to be important to facilitate access to learning materials but also to increase the interest and motivation of students to learn (Elisa et al., 2023).

Virtual simulation, as stated by Kurniawati et al., also functions as an effective learning media in various disciplines, because the ability to replicate real situations reduces high risk in the learning experience of students (Kurniawati et al., 2023). Through simulation, students can not only learn theory but also be able to apply it in practice, so that they create a deeper understanding of the material being learned.

So, the integration of practical experience through simulation in the educational curriculum offers an innovative approach to overcoming existing gaps, giving students the opportunity to develop in the context of the real world. This integrative strategy does not only strengthen the understanding of the concept but also equips students with relevant skills to face the challenges of today's working world.

B. Mekanisme Game: Mendesain Siklus Belajar dari Perencanaan hingga Analisis Reporton Keuangan

Penelitian ini memtakan suatu mekaneshki game terstruktur yang yang siksel siksel belajar comprehensive, dimulai dari tahap bisnis planning hingga financial evaluation. In the initial phase, students conduct mini market research to identify business

opportunities and determine the product to be sold, then prepare a simple business plan that includes the calculation of the selling price (HPP) and profit margin projections. The execution stage involves the creation of an "online store" simulation where students manage store displays, create creative promotional content for social media, and implement various digital marketing strategies such as discounts, *bundling*, and *targeted promotion*. Aspek gamifikasi diintegrasikan melalui sistem poin untuk meningkatkan engagement, badge untuk perkukan achievement seperti "perjual terlaris", dan leaderboard yang yang yang disakbari untuk pekanangan. The most critical phase is the evaluation stage where students analyze the simulation sales data, calculate revenue, calculate various operational costs, and finally compile a simple profit and loss report. This cycle mechanism creates a holistic learning process where students do not understand the theory partially but experience the integral relationship between the marketing, operational, and financial aspects of a business. The design of learning based on simulation is effective because it fulfills the psychological need in self-determination theory, namely lack of competence, autonomy, and connection with others (Ryan & Deci, 2020).

Dalam mendesain cyskel belajar yang effiktiv from planning to analysis of financial reports, it is important to understand some of the main steps involved and how the mechanism of the game can be applied to improve complicity and effectiveness of learning. This cycle usually includes planning, implementation, analysis, and evaluation of adequate financial reports.

In the planning stage, pedagogical competence is very important, as stated by Sum and Taran who found that PAUD teachers need to have competence in planning and implementing learning to achieve the desired educational goals (Sum & Taran, 2020). This research emphasizes the importance of preparing a good lesson plan, which is also related to the principles of good financial management, especially in the context of preparing a detailed and clear financial report. On the other hand, Kaenah and Utami emphasize that problems in planning the learning plan can hinder the education process, showing that the planning aspect is crucial in the learning cycle (Kaenah & Utami, 2023).

After planning, implementation of learning activities is very important to implement the plan that has been prepared. Dalam konteks belajar belajar analisis repooran finangan, kejelasan kajala kegiatan praktis dalam analysing data finankan yang yang yang yang yang yang yang bekani. Penelitian oleh Az-Zahra et al. shows that the ratio of liquidity, solvency, and profitability can be used as an analysis tool for managing financial reporting performance (Az-Zahra et al., 2024). By applying the game mechanism, students can be involved in a simulation that reflects the real situation in the financial world, allowing them to learn through direct experience.

In the analysis stage, the process of analyzing the financial report after implementation is very important for the evaluation of the effectiveness of the strategy applied. Tsani explains that the analysis of financial statements provides better information about the financial position of a company and the results achieved, which is also very important for decision-making (Tsani, 2022). The result of the analysis does not give insight to the manager, but it can also be used in the context of education to teach students about data-based decision making.

Next, the evaluation of all stages is very important, where the results of the analysis of the financial report are then discussed and evaluated to improve the learning process

itself. In the context of the game mechanism, Zalika et al. shows that the game can be used as a means to give direct feedback, allowing students to develop based on the results they achieve in managing financial affairs in a planned scenario (Zalika et al., 2023).

Through all these stages, it is important to understand how the mechanism of action can be implemented in order to have a high level of interaction and complicity in financial education. Penelitian oleh Wibowo et al. showed that innovation in teaching, such as using e-modul based on *flipbook*, can be very effective in improving financial administration skills (Wibowo et al., 2023). This means that the interactive and interesting approach is very relevant in the design of the learning cycle, especially for topics that tend to be complex such as financial reports.

So, from planning to analysis of financial reports, the relationship between theory and practice, and the application of gamification mechanisms in the context of education can really support the more effective learning process and encourage students to understand more and be involved in financial analysis, which is crucial in business practice.

C. Dampak dan Reflexi: Mengukur Penangkalan Literasi Ekonomi Digital dan Jiwa Kewirausahaan Siswa

The implementation of gamification *e-commerce* simulation produces a multidimensional impact that can be seen in the improvement of literacy, digital economy and the strengthening of the entrepreneurial spirit of students. In the cognitive aspect, there is a significant increase in conceptual understanding where students are not able to define economic terminology such as " *break-even point* ", " *return on investment* ", and " *customer acquisition cost* ", but also apply it in the context of realistic business decision-making. In the affective dimension, the research found the development of entrepreneurial mindset characterized by increased self-confidence, creativity in solving problems, tolerance to uncertainty, and resilience in facing business simulation challenges. The most prominent thing is the transformation of students' perception of economic learning that was previously considered theoretical and boring into a relevant, challenging, and practical experience with their real life as a digital generation. Temuan ini menkonfirmasi that the approach of experiential learning through simulation does not improve academic understanding but also develops critical 21st century competencies such as team collaboration, digital literacy, persuasive communication, and data analysis skills. The results of this research are in line with the concept of entrepreneurial education that emphasizes the importance of creating a contextual and immersive learning environment for authentic entrepreneurial skills (Neck & Corbett, 2021).

The improvement of digital economic literacy and entrepreneurial spirit among students is an increasingly relevant issue in line with the development of information technology and social change in the digital era. With rapid technological progress, it is important for educational institutions to integrate digital literacy and economics into their curriculum. This research will explore the impact and reflection of the efforts made through various existing research.

Literacy in digital economy can be seen as an important skill that students need to adapt to a society that is constantly changing. According to Firmansyah and Dede, economic literacy and digital literacy affect business performance, although this influence is often

relatively low and requires media innovation to improve results (Firmansyah & Dede, 2022). This research offers insight into how effective education, which teaches digital literacy and economics, can contribute to student entrepreneurship performance.

Lebih lang, digital literacy becomes key in overcoming the challenges faced by the millennial generation, including the spread of false information (*hoaxes*). Raharjo and Winarko show that the high intensity of internet usage among young people is not always equal to the awareness of using the right information sources (Raharjo & Winarko, 2021). Oleh karena itu, educating students about digital literacy is an important step in their development as a critical individual.

Pendidikan literasi ekonomi should also utilize an interactive and participatory approach. Supriyanto et al. develop a program that involves training and business simulation for students who are proven to improve practical skills and self-confidence. The results of this study show that business intervention in the use of religion can increase students' self-confidence and social skills (Supriyanto et al., 2024). With this approach, students do not only learn theory but also gain hands-on experience in business, so they can be more prepared to face the real challenges of the business world.

Peran guru dan orang tua sangat pentang dalam implementasi literasi kegunaan sejak dini. Yuwono emphasizes that teachers should function as facilitators who are able to teach financial literacy to children and that parents should be involved in supporting their children (Yuwono, 2020). Support from the surrounding environment will increase the financial literacy index which is fundamental for the development of the life of entrepreneurs.

Keterampilan kiwirusahaan siswa is not determined by literacy, economics and digital but also by soft skills. A study by Cleopatra et al. shows that digital literacy combined with *soft skills* increases students' interest in entrepreneurship (Cleopatra et al., 2024). This illustrates the importance of a holistic approach in education that includes various aspects of skills needed in the modern world.

Furthermore, the impact of digital literacy is also seen on the development of society's economy. Pitrianti et al. It shows that digital literacy brings positive changes in the country's economy, with the effectiveness of information delivery and prevention of hoaxes that have a clear impact on the management of resources and public services (Pitrianti et al., 2023). This shows that when students are equipped with good digital skills, they are able to contribute to the development of their society.

From a policy perspective, efforts to improve economic literacy in basic schools become very important in the context of the Society 5.0 era, which integrates digital technology in every aspect of human life (Maritim et al., 2024). With adaptive and innovative education, students can be prepared to face the challenges and take advantage of the opportunities that exist in this digital era.

So, the impact of the improvement of literacy, digital economy and the life of business people can be measured through the evaluation of educational programs oriented towards real practice. Through the combination of economic, digital, and soft skills, students not only prepare themselves for future careers, but also play an active role in strengthening the local economy and creating innovation. Of course, to achieve this, collaboration between educators, parents, and communities is needed as an ecosystem that supports student development.

EXERCISE

Based on the research findings, it can be concluded that the implementation of gamification of *e-commerce* simulation has successfully transformed the economic learning from a rigid theoretical approach into a contextual and applied learning experience. This simulation does not successfully bridge the gap between academic theory and the reality of digital business dynamics, but also creates a holistic learning cycle that combines aspects of planning, execution, and business evaluation in an integrated manner. Through a structured gamification mechanism, students experience the real digital business process directly, so they are able to internalize previously abstract economic concepts into real competence. The resulting impact is multidimensional, including a significant increase in digital economic literacy, the strengthening of the entrepreneurial mindset, and the development of 21st century competencies that are essential for all students to face the economic challenges of the future.

As a form of implementation of the research findings, a systematic follow-up program can be planned through the development of the *E-commerce* Gamification Learning Module, which is complete with a guide to simulation stages, assessment instruments, and case study examples. This module is designed for easy adoption by teachers within the Merdeka Curriculum framework. Bersamaan dengan itu, it is necessary to organize the Berjenjang Teacher Training Program which does not focus on the technical use of the module, but also on strengthening the teacher's capacity as a facilitator in simulation-based learning. At the school level, an *E-commerce* Simulation Lab can be established as a sustainable practice environment where students from various groups can improve their digital business skills. To ensure continuity, this implementation will be equipped with an Online Practice Community system for teachers and students to share experiences, as well as a Showcase and Student Entrepreneurship Expo mechanism that periodically showcases the best results from the simulation to the school community and parents, thus creating an ecosystem that supports the development of digital entrepreneurial talents.

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