

## FROM CLASSROOM TO BOARDROOM: HOW BUSINESS SIMULATION GAMES IMPACT MANAGEMENT STRATEGIES

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### Article Info

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### Abstract

The use of business simulation games (BSGs) in a flipped classroom setting has shown to have positive impacts on student engagement, learning achievement, and higher-order thinking skills (HOTS). This study aimed to investigate these impacts in an undergraduate entrepreneurship course. A quasi-experimental design was employed, with 48 students in a business university participating. Both the control and experimental groups were taught using a flipped classroom approach, but the instructional material was implemented using a BSG with the experimental group. The results of quantitative and qualitative analyses indicated that the use of the BSG had positive impacts on behavioural engagement, cognitive engagement, and learning achievement, improving HOTS such as problem-solving, critical thinking, and creativity.

The document emphasizes the importance of HOTS, such as creativity, critical thinking, and problem-solving, for academic and professional success and the need for educators to actively engage students in educational activities to strengthen these skills. BSGs are considered a practical approach to knowledge acquisition that provides both learners and teachers with a tool that facilitates active problem-solving. The findings suggest that BSGs are an effective teaching tool for developing HOTS and engagement in students, helping them to acquire work-related information skills.

### Introduction

Emerging technologies have revolutionized daily life, and education is no exception. Simulation games, such as business simulation games (BSGs), have become an innovative tool for educational institutions to provide students with a unique and practical learning experience. BSGs are a creative tool to increase students' interest in learning, promote high-quality learning, and facilitate active problem-solving. They allow for the manipulation of learning content and provide opportunities for students to develop the higher-order thinking skills required for success in the professional world.

Student engagement, academic performance, and the development of higher-order thinking skills have become the focus of many studies. The flipped classroom approach has been successful in promoting student-centered

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learning through engagement. This study examines the impact of BSGs in a flipped classroom on student engagement, learning achievement, and higher-order thinking skills in an undergraduate entrepreneurship course. The findings of this study show that the use of BSGs has positive impacts on cognitive engagement, behavioural engagement, and learning achievement, improving higher-order thinking skills such as problem-solving, critical thinking, and creativity. It highlights the significance of HOTS for academic and professional success and the need for educators to actively engage students in educational activities to develop these skills. The study concludes that BSGs provide a practical approach to knowledge acquisition that helps students acquire work-related information skills while fostering higher-order thinking skills and engagement.

## **CONCLUSION**

This factor structure helps capture student experiences in a university setting. Students must develop HOTS to function effectively, both academically and professionally. Moreover, HOTS are 21st-century skills, which include the talents necessary for students to prepare for the future. Constructivist ways of learning, such as study habits, HOTS, and participation in educational beneficial actions, are examples of student engagement in learning. Students must be actively engaged in educational activities if they are to strengthen their higher-order thinking skills. Students' levels of engagement in instructional activities are an indicator that high-quality learning is measured by their level of engagement.

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