Questionnaire: Game-Based Learning for Sustainable Accounting Knowledge

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Purpose: This survey investigates the effect of game-based learning on sustainable accounting knowledge. Your responses are anonymous and confidential.

Section A: Demographic Information

1. **Student ID:** _____
2. **Gender:**
   - Male
   - Female
3. **Year of Study:**
   - 1st year
   - 2nd year
   - 3rd year
4. **Age:** _____ years
5. **Previous GPA:** _____ (2.0 – 4.0)
6. **Average Weekly Study Hours:** _____ hours

Section B: Exposure to Game-Based Learning

7. During your accounting courses, have you participated in **game-based learning activities** (digital games or business simulations)?
   - Yes
   - No

Section C: Digital Games

For each statement, indicate your agreement: **(0 = Not at all, 10 = Strongly agree)**

8. Digital games helped me understand accounting concepts. _____
9. Digital games increased my engagement and motivation in class. _____
10. I frequently used digital games during my accounting studies. _____

Section D: Business Simulations

For each statement, indicate your agreement: **(0 = Not at all, 10 = Strongly agree)**

11. Business simulations improved my practical understanding of accounting principles. _____
12. Business simulations helped me retain knowledge for a longer period. _____
13. Business simulations enabled me to apply accounting concepts in realistic scenarios. _____

Section E: Sustainable Knowledge Acquisition

For each statement, indicate your agreement: **(1 = Strongly Disagree, 5 = Strongly Agree)**

14. I feel confident in applying accounting knowledge in new contexts. _____
15. I can remember and use accounting concepts learned in class over time. _____
16. I am able to solve accounting problems effectively using what I have learned. _____