Improving Vocational Student's Accounting Skill Throught Accurate Software Training

Nico Alexander [a], Jenny Vivianti [b], Astrid Rudyanto [c], Ariesta Tika Kinanti P.S.P [d], Agustin Palupi [e]

STIE Trisakti, Jakarta, Indonesia

[a]Corresponding author: alexanderocin@gmail.com
[b]jny_vivi@yahoo.com
[c]astrid@stietrisakti.ac.id
[d]ariesta@stietrisakti.ac.id
[e]mahasiswapoppy@gmail.com

ABSTRACT

The development of the digital era makes expertise in using technology increasingly necessary for all parties. This digitalization not only occurs in the field of technology, but digitalization occurs in accounting. Vocational students majoring in accounting require training in using accounting software to enhance their skills in accounting digitalization and compete effectively in the workforce. Therefore, this service is carried out so that vocational students can gain expertise in using accurate software. The method used in this service uses mentoring, tutorials, and discussions. The training participants were students of SMK Daan Mogot Jakarta, grades XI and XII. The results of the service showed that students of SMK Daan Mogot Jakarta gained additional skills in the use of accurate accounting software, as seen from the results of the post-test conducted. The results show that 66% of participants passed the certification exam, while the rest did not pass the certification exam. This kind of community service should be carried out regularly for students at vocational schools to improve the skills of those who will work after graduating from school in relation to accounting digitization.

ARTICLE INFO

INTRODUCTION

The present age of digitalization is instigating transformations in the competencies required for individuals seeking employment. Before the advent of digitalization, expertise in a specific domain was greatly esteemed and constituted a key criterion for securing a job. The emergence of the contemporary digital landscape necessitates that individuals possess not only knowledge but also proficiency in utilizing software. One sector that is persistently advancing due to digitalization is accounting. Digitization in accounting has an impact on the ease of the accounting process, so that completing the accounting process does not take a long time. The simplification of the accounting process has prompted ongoing innovations in accounting software, leading to an increasing number of companies integrating this software into their operations. Accounting digitization can be seen from the various types of software used, namely Accurate, MYOB, Jurnal, Bee Accounting, Zahir, and others. (Anggraeni et al., 2022). One of the accounting software applications commonly utilized by businesses is Accurate, which was created by CPSoft. Accurate is a software solution developed in Indonesia. Its user-friendly interface and adaptability, which align with the evolving Indonesian PSAK and tax regulations, render Accurate a popular choice for accounting operations within companies and for the hiring of accounting personnel (Yustrianthe & Niandari, 2022).

Organizations are progressively adopting this precise software as it is capable of managing various business processes internally, such as procurement, logistics, financial transactions, revenue generation, sales activities, and inventory management, among others. (Alexander et al., 2024). The ultimate outputs created through accounting processes, specifically financial statements and internal reports, can be generated utilizing this software in accordance with specified requirements (Debora et al., 2022).
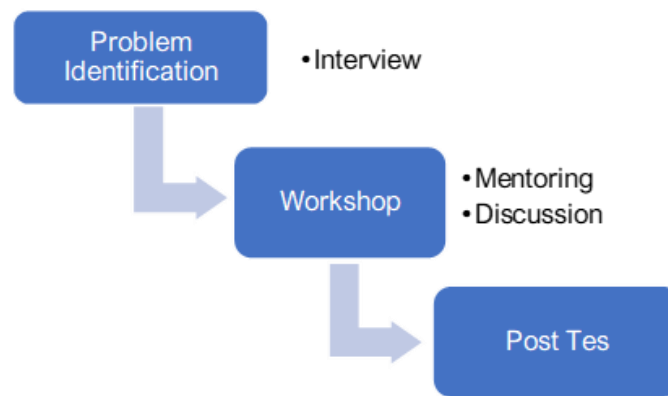
Accurate software operates in two languages: Indonesian and English. It provides user-friendly features by integrating with Microsoft Excel. Users can generate reports directly and view them in Microsoft Excel, while also having the ability to customize sales invoices to meet their specific requirements (Kartika et al., 2022). The large number of accurate users makes mastery of this application an added value in the world of work. (Alexander et al., 2024). Consequently, vocational accounting institutions must prepare students with competencies in accounting digitization utilizing Accurate. This accounting software training is important for vocational schools because it provides value to students who will be working after graduation and teaches them how transactions occur in real companies. According to interviews and conversations with the institution, students have previously undergone training in the use of Accurate; however, the transactions employed for educational purposes are primarily general and fundamental. Thus, this community service initiative was implemented to enhance skills in utilizing Accurate software through more intricate and realistic transactions that reflect real-world scenarios. Proficiency in Accurate software will be significantly advanced, particularly for students at SMK Daan Mogot, Jakarta. Based on the above background, the objectives of this community service program are to enhance vocational students' accounting skills using Accurate

The training took place over the course of a single day, spanning from morning until afternoon. The anticipated result of this community service initiative was that the students of SMK Daan Mogot Jakarta would enhance their proficiency in utilizing Accurate software. This was achieved by exposing them to more intricate scenarios that reflect the transactions occurring within the company, thus enabling them to become more adept and refine their skills in operating this software. And on the second day, a post-

test will be conducted to assess the results of the training given only to the 12th-grade class because they will receive a certificate that can be used when applying for jobs.

METHOD

This community service activity was carried out by Trisakti School of Management in collaboration with SMK Daan Mogot Jakarta in 2025. The outreach activity focused on training and mentoring in the use of Accurate software for complex transactions. The participants were 11th-grade dan 12th-grade accounting students divided into four classes. The activity consisted of two stages: problem identification and training through mentoring and discussion. The following is an overview of the stages of the outreach activity.

FIGURE 1. Stage of Community Services

The initial phase of the community service activities involved gathering pertinent information concerning the aspirations and requirements of the school for its students. Discussions with the school revealed that students at SMK Daan Mogot Jakarta required further knowledge and skills in utilizing Accurate software to enhance their prospects of securing employment upon graduation. Training follows the identification of issues faced by the school. It is carried out through detailed explanations, guidance on the effective use of appropriate software, and discussions centered around the provided transaction examples. All students engage in the training activities, which encompass thorough preparation and the presentation of both financial and internal reports. Should there be any transactions or processes that remain unclear to the students involved in the training, they are encouraged to seek clarification from the instructor. The training sessions take place in a computer lab setting, accommodating around 30 students in each session. There were 4 classes used, so the total number of participants was approximately 110, consisting of a combination of 11th and 12th-grade students. After the training process is completed, each participant will take a test to see whether the training went well or not. This test is conducted on the second day after the training process is completed. The post-test activity only applies to 12th-grade students. The post-test is conducted by completing the case questions provided, and the post-test results are collected and assessed. Assessment is based on the following table:

TABLE 1. Evaluation criteria

Criteria	Score
Passed certification	More than 70
Passed the training	60-70
Failed	Below 60

RESULT AND DISCUSSION

The community service initiative took place in Daan Mogot, Jakarta, on May 21, 2025, within the computer lab. The instructional team comprised four lecturers proficient in accounting and Accurate software. This initiative aimed to train students to enhance their proficiency in utilizing Accurate software. The training commenced with an overview of Accurate software, detailing its features and benefits compared to other software options. Subsequently, participants will engage in the preparatory steps before utilizing Accurate, which involves establishing a new database from the supplied files. The creation of a database is crucial for the ongoing accounting processes of the company.
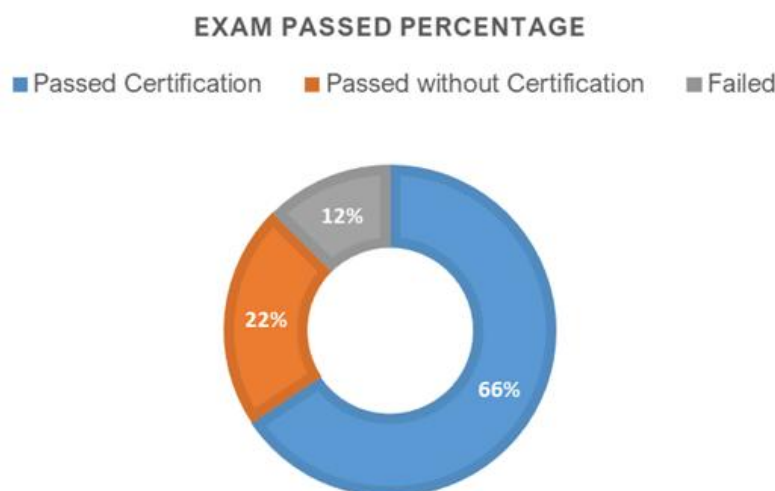

FIGURE 2. Mentoring and Discussion Session

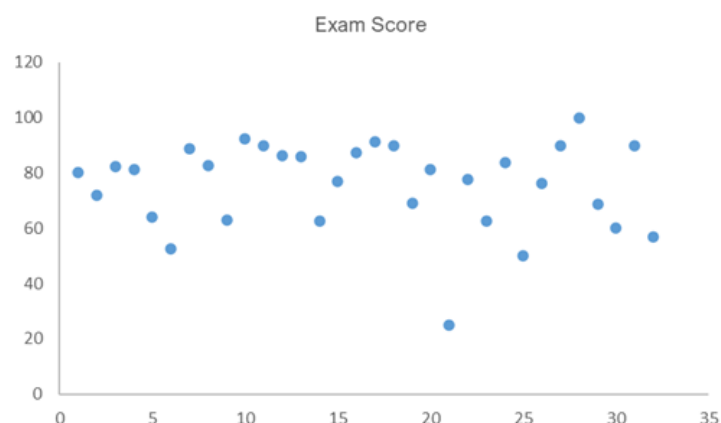**FIGURE 3**. Mentoring and Discussion Session

Upon the completion of the database preparation phase, participants will enter transactions that have been gathered by instructors from Trisakti School of Management. The transactions recorded encompass the full business cycle of the company, including import/export activities and end-of-period adjustments, thereby enhancing participants' comprehension of the transactions that take place within a real business environment. Throughout the transaction entry process, both participants and instructors engage in extensive discussions about the provided transactions. The transactions reflect one month of the company's operations. The ultimate objective of the transaction input process is to produce a one-month financial report, which includes an income statement and a statement of financial position. Additionally, alongside the financial reports, internal documents such as value-added tax reports and inventory reports are also generated utilizing this Accurate software.

Following the training session held on May 21, 2025, an evaluation process was implemented to assess the training that had taken place. The 12th-grade participants in the training were mandated to complete a post-test regarding the training they attended. This assessment occurred on May 23, 2025, under the supervision of lecturers from the Trisakti School of Management. The data obtained from the test results is as Figure 4.

EXAM PASSED PERCENTAGE

■ Passed Certification   ■ Passed without Certification   ■ Failed

FIGURE 4. Chart of Exam Passed Percentage

According to the findings from assessments carried out on 32 students in the 12th grade, it was determined that 66%, equating to 21 students, achieved scores above the standard benchmark of 70. Consequently, these 21 students who surpassed the score threshold will be awarded a certificate of completion for this training. In contrast, 22%, or 7 students, did not meet the assessment criteria, and as a result, they will only be issued a training certificate. Additionally, there are 4 students, representing 13%, who did not pass this training. These results indicate that the training provided met the school's expectations, which aimed for over 50% of the students to obtain a graduation certificate. The scores of each participant can be seen in Figure 5.

FIGURE 5. Chart of Exam Score

The results of this training can be said to be far superior to previous training conducted (Alexander et al., 2024) and Debora et al. (2022). The improvement from previous training is a sign of success in the training process. In addition, this training can increase the likelihood of students obtaining employment

by using the graduation certificate provided. With this certificate, students are considered to have special expertise in the field of accounting digitization. This digitalization training is an important part of preparing for the era of technological advancement, as stated (Kamil et al. (2025) and Susanti et al. (2025), who stated that the use of technology in the current era is very important, especially in the field of accounting. This digitalization helps simplify accounting processes that have been manual until now.

FIGURE 6. Group photo

CONCLUSION

Community service was carried out by providing training that could improve the skills of the training participants related to accounting digitization. The software used in training related to accounting digitization was Accurate. Accurate is used in various types of companies because it is easy to use and does not require an internet connection. Therefore, this training was important to improve the participants' skills in using Accurate. The participants who took part in this training were 11th and 12th-grade students from SMK Daan Mogot Jakarta who majored in accounting. The training process consisted of mentoring and discussions. The activities went well and were met with great enthusiasm from the participants, as evidenced by the many discussions that took place. The participants hoped to gain more knowledge related to the process of using Accurate and improve their skills in accounting digitization, which they can use when they start working after graduating from school.

The post-test results conducted after the training showed quite good success, referring to the post-test results of 66% of 12th-grade participants who took the test and successfully obtained a graduation certificate that can be used to apply for jobs after graduating from school. This kind of community service should be carried out regularly for students at vocational schools to improve the skills of those who will work after graduating from school in relation to accounting digitization and to increase readiness for digitalization in accounting. In addition to using software, the training process can include accounting digitization training using cloud computing from Accurate, which has currently been developed by the developers.

REFERENCES

Alexander, N., Astrid Rudyanto, Ariesta Tika Kinanti PSP, Jenny Vivianti, Debora Setopo, Fanny Anggreani, & Silvy Christina. (2024). PEningkatan Kompetensi Siswa SMK dalam Bidang Akuntansi Melalui Pelatihan Accurate. SULUH: Jurnal Abdimas, 6(1), 70–75. https://doi.org/10.35814/suluh.v6i1.7006

Anggraeni, F., Debora, & Sutrisno, N. (2022). Pelatihan Accurate untuk Meningkatkan Kompetensi Guru dan Siswa di SMK Pelita IV. DIKMAS: Jurnal Pendidikan Masyarakatn Dan Pengabdian, 02(3), 1009–1014. https://doi.org/http://dx.doi.org/10.37905/dikmas.2.3.1009-1014.2022

Debora, Alexander, N., K. P. S. Putri, A. T., & A. T. Lasar, H. F. (2022). Accurate: Penunjang di Era Digitalisasi untuk Meningkatkan Kompetensi dan Profesionalisme Guru dan Murid SMK. TEKIBA : Jurnal Teknologi Dan Pengabdian Masyarakat, 2(2), 7–12. https://doi.org/10.36526/tekiba.v2i2.2110

Kamil, I., Yolifiandri, Wahyuningsih, E., Irawan, I. A., & Azkiah, N. (2025). Utilization Of Google Workspace Technology To Improve Understanding Of Accounting And Financial Reporting In Ukm Kemuning Mandiri. ABDIMAS: Jurnal Pengabdian Masyarakat, 8(2), 902–911. https://doi.org/10.35568/abdimas.v8i2.6414

Kartika, D., Widianto, A., Hetika, Utami, E. U. ., & Anindita, A. (2022). Pelatihan Peningkatan Kompetensi Siswa Akuntansi Menggunakan Aplikasi Accurate Versi 5 Di Smk Karya Bhakti Brebes. Martabe: Jurnal Pengabdian Masyarakat, 5, 265–269. https://doi.org/10.31604/jpm.v5i1.265-269

Susanti, C., IGN Agung Wiryanata, Ni Luh Riska Yusmarisa, & AAI Maria Septiviari. (2025). Empowerment of MSMEs in Celuk Village Through Manual Accounting Information System Training. ABDIMAS: Jurnal Pengabdian Masyarakat, 8(3), 1300–1303. https://doi.org/10.35568/abdimas.v8i3.6687

Yustrianthe, R. H., & Niandari, N. (2022). Pelatihan " ACCURATE " sebagai Upaya Peningkatan Profesionalisme Mahasiswa dan Praktisi Akuntansi " ACCURATE " Training as an Effort to Improve Professionalism Accounting Students and Practitioners. Pengabdian Kepada Masyarakat, 4(1), 75–76. https://doi.org/http://doi.org/10.30645/jtunas.v4i1.77.g76.