

IMPLEMENTATION OF ACCURATE ACCOUNTING SOFTWARE TRAINING TO STRENGTHEN ACCOUNTING STUDENTS' COMPETENCE AT STIE GENTARAS

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Abstract:

Accounting education in higher education must adapt to changes in the workplace that are increasingly focused on data management, industrial work systems, communication, and increased efficiency through human interaction and technology. This challenge necessitates educators' involvement in providing students with competencies relevant to industry demands. According to an initial survey completed by the STIE Gentiaras' Pengabdian Kepada Masyarakat (PKM) team, 85% of 6th and 8th semester Accounting Study Program students had never used Accurate accounting software, and another 15% had only limited experience entering cash transactions. This circumstance demonstrates a misalignment between student competencies and workplace demands. This PKM activity was carried out using a practicum method that included lectures and discussions with 27 sixth- and eighth-semester students. Monitoring and evaluation (M&E) were used to assess the project, as well as participant questionnaires. The evaluation results revealed that 70% of students highly agreed that the training encouraged talent development, 67% enhanced thinking processes, and 55% raised self-confidence in the field of accounting as a preparation for entering the workforce.

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INTRODUCTION

In today's digital economy, software has evolved into a strategic asset for a wide range of enterprises across industries. Software can be obtained through in-house creation, direct purchase, or subscription-based licensing schemes, all of which necessitate precise accounting treatment for accurate financial reporting. Software accounting refers to the process of recognizing, measuring, and disclosing software-related costs in accordance with applicable accounting standards, such as Generally Accepted Accounting Principles (GAAP) and International Financial Reporting Standards (IFRS) (Saputra, Saputra, Asyraf, & Kusumastu, 2023). Accounting students are rapidly being introduced to the role and benefits of computer technology in business education, and they are pushed to make the best use of it. As a result, accounting software-based projects were designed to help students gain a better knowledge of the accounting cycle, which is a key concept in business and accounting.

Furthermore, the Industry 5.0 era is a new stage of the industrial revolution propelled by technical advancements, reflecting fast changes in technology, industrial structures, and social patterns and processes during the last few decades. Industry 5.0 aims to increase manufacturing efficiency and quality by leveraging big data analysis, artificial intelligence (AI), and increasingly widespread digitization. However, Industry 5.0's heavy emphasis on efficiency and industrial poverty has limitations, notably in areas such as industrial goals and workforce welfare.

Rapid technological innovations have also had a big impact on the accounting profession. In this revolutionary era, accounting education in universities must adapt to changing job characteristics that are increasingly focused on data management, industrial technology-based work



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development (Purba, Yuliadi, Mustika, Natalia, & Sitorus, 2025). Faced with these market changes, accounting synchronization in higher education must be adjusted to provide students with the technology skills required for successful jobs in accounting and auditing. Accounting is becoming more vital in creating the future as the demand for information literacy grows, both in terms of digitalization and the usage of big data. As a result, accounting education must create graduates who are in line with the needs of industry and society, using a curriculum that is relevant to these trends. Accounting applications are a critical component in this revolutionary period; thus, their use necessitates specialized abilities that can be obtained through formal and informal education, notably training programs.

According to the results of an initial survey conducted by the PKM team, 85% of students in the 6th and 8th semesters of the STIE Gentiaras Accounting Study Program had never used accurate accounting software, while the remaining 15% had only limited experience in inputting cash transactions obtained through internships or fieldwork. This circumstance suggests a mismatch between student skills and industry requirements. As a result, this Pengabdian Kepada Masyarakat (PKM) activity took the shape of training in the use of Accurate accounting software for students enrolled in STIE Gentiaras' Accounting Study Program during semesters 6 and 8. This activity is intended to strengthen students' ability to master accounting technology and equip them to meet the expectations of the industrial world and society, resulting in graduates who are competitive in the digital era.

METHODS

To ensure the training program's success, the STIE Gentiaras PKM Team organized and carried out the activities in a planned and systematic manner. The first stage was planning, which included forming an implementation team made up of instructors and Accounting Student Association (HIMA) members. Following that, initial observations were made to assess the participants' demands, which included 6th-semester STIE Gentiaras Accounting Study Program students preparing for internships or field work practices, as well as 8th-semester students about to enter the workforce. Based on these findings, the team created training materials geared toward the usage of Accurate software, specifically in the purchasing, sales, and general ledger modules.

The next step is to implement face-to-face instruction using interactive approaches. Training for sixth-semester students will be held on May 6-7, 2025, and for eighth-semester students on May 12-13, 2025. In this exercise, participants not only acquire presentation materials but also practice directly and independently using Accurate software. Evaluations are undertaken at regular intervals during the training to assess the level of understanding and achievement of the training objectives. Figure 2 illustrates the flow of the PKM stages.

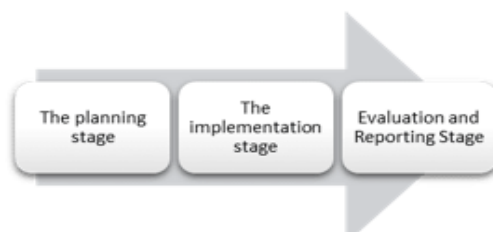


Figure 2. PKM stage flow

3	Recording receipt of goods from vendors without invoices	Recording the delivery of ordered goods to customers without issued invoices
4	Recording vendor/supplier invoices	Recording sales invoices and recognizing accounts receivable
5	Recording returns of damaged or defective goods	Recording customer returns due to defects, damage, or non-compliance with the PO
6	Recording payment of accounts payable to vendors based on purchase invoices	Recording receipt of payments for outstanding sales invoices

The photographs below show the training procedure carried out by the STIE Gentiaras' Pengabdian Kepada Masyarakat (PKM) Team. Figure 4 depicts the team describing the purchasing, sales, and general ledger cycles, as well as incorporating the participants' practical usage of Accurate accounting software. Figures 5, 6, and 7 show examples of replies supplied as practice to participants.



Figure 4. Training implementation documentation explains the material on the purchasing cycle, sales cycle, and general ledger.

Example answers and displays of accurate use of the purchasing cycle, sales cycle, and general ledger

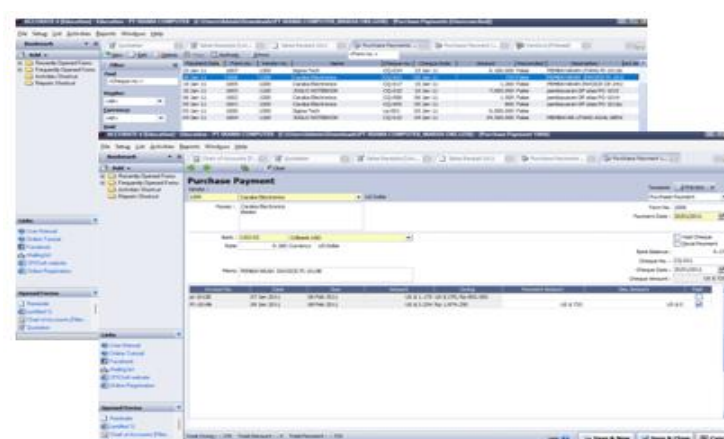


Figure 5. Example of purchasing cycle answers



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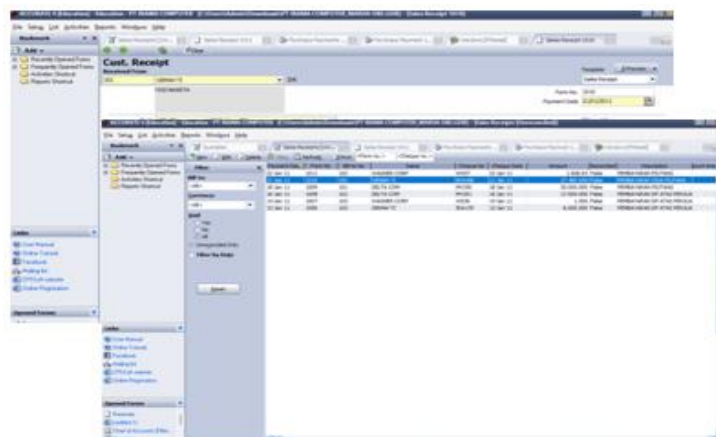


Figure 6. Sales Cycle Example Answers

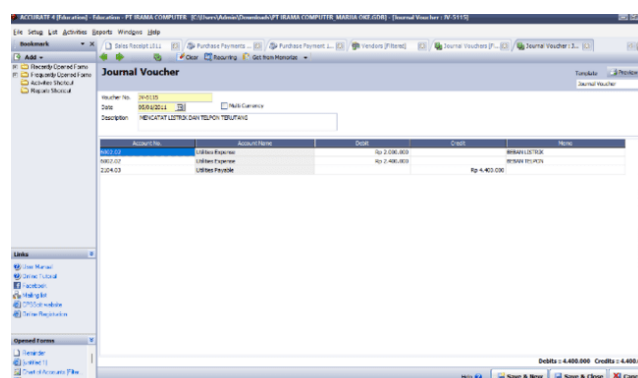


Figure 7. Example of a ledger answer

The PKM team used a Google form questionnaire to ask training participants about their satisfaction with the training to determine whether STIE Gentiaras Accounting students felt the impact following the Accurate accounting software training (Table 2):

Table 2. Accurate accounting software training

Table 2: Precise accounting software training											
No	Questionnaire Questions	Respondents								Number of Respondents	
		Strongly Disagree		Neutral		Agree		Strongly Agree			
		Amount	%	Amount	%	Amount	%	Amount	%	Total	%
1	To perform a job as effectively as possible in the subject of accounting, students must have precise software knowledge and skills.	2	7%	0	0%	5	19%	20	74%	27	100%





2	Students enrolled in this precise software training program hope to increase their knowledge of accounting systems.	2	7%	0	0%	4	15%	21	78%	27	100%
3	From a skills perspective, the goal of the training that students attend is to improve their ability to get ready for the accounting industry.	2	7%	0	0%	5	19%	20	74%	27	100%
4	Students who wish to learn about the work they will manage in the future or in new employment have the chance to develop their talents in the field of accounting, thanks to the accurate software training program.	1	4%	0	0%	7	26%	19	70%	27	100%
5	Students can work more effectively because of the precise software training program that enhances their accounting-related thought processes.	1	4%	0	0%	8	29%	18	67%	27	100%
6	Accounting students can develop good conduct and self-confidence in a better work environment with this precise software training package.	1	4%	0	0%	11	41%	15	55%	27	100%
7	It is easier for students to finish the task in accordance with standards when they have a basic	1	4%	0	0%	12	44%	14	52%	27	100%



	technical understanding of precise software training.										
8	The applied teaching method is effective.	0	0%	1	4%	12	44%	14	52%	27	100%
9	So far, students have had good access to accurate software training facilities.	0	0%	2	7%	14	52%	11	41%	27	100%

The objective of the 27 students who took part in the Accurate Accounting Software course was to enhance their proficiency with accounting systems, according to the findings of an assessment questionnaire. In order to improve their competency and get ready for jobs in the accounting industry, 74% of students agreed that they needed to learn more about Accurate Accounting Software. This is consistent with Lewenussa, Wijastuti, and Rawi's (2019) assertion that the key to success in the workplace is the development of hard skills. However, in order to handle the different obstacles of their work, students must mix hard knowledge with soft skills in software use.

Following their participation in the training, 70% of students strongly felt that the Accurate Accounting Software training program offered chances for talent development. 67% of respondents strongly agreed that the training program enhanced their ability to think. 55% of respondents strongly felt that the training program improved their confidence and accounting behavior, preparing them for the workforce of the future.

CONCLUSION

According to the training outcomes, students now have a better understanding of how to use Accurate Accounting software version 4.0 to implement the purchasing cycle, sales cycle, and general ledger. The training approach, which incorporates talks, debates, and practical experience, has been successful in enhancing students' technical proficiency, self-assurance, and preparedness for the workforce. It is possible to conclude that training on the use of Accurate Accounting software is a successful attempt to raise the caliber of human resources for accounting students. It is anticipated that this activity will serve as a foundation for the continuous development of training programs of a similar nature and will give educational institutions feedback on how to modify their curricula to meet industry demands and accounting technology advancements.

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