

Improving the Skills of MGMP Economics Teachers Malang Regency with Understanding Accurate Accounting Software in Support DUDI Needs

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Abstract

Purpose: Service This aiming For increase understanding of Accurate accounting software to economics teachers in Malang Regency, Indonesia. Community service This overcomes gap related teacher competencies technology important modern accounting For prepare student entering the world of work.

Method: Community Service Program This is done offline and online. Activities This are done to 30 MGMP Economics Teachers of Malang Regency from April -October 2024. Activities devotion consists of from observation, FGD, Accurate socialization and training as well evaluation post devotion.

Practical Application: Devotion This done with do mentoring as well as Accurate certification for high school social studies teachers in Malang Regency. With thus increasing practical skills computerization Accountancy for Social Studies Teachers in High School.

Conclusion: This dedication emphasizes the need for an Accurate training program, which improves teacher competence and preparation student For enter the competitive world of work.



Introduction

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Technological progress requires educational institutions to adapt their curricula in order to equip students with the necessary skills (Dito & Pujiastuti, 2021; Muliastri, 2020). In educational institutions, particularly vocational schools, accounting applications are used as teaching materials in computer-based accounting to help students generate financial reports (Saputra et al., 2023). Several applications are commonly used, such as MYOB and Accurate. The application still predominantly used in vocational accounting programs is MYOB, chosen for its ease of use.

However, when compared to Accurate, MYOB ranks significantly lower. According to the 2021 Top Brand Award nominations, Accurate held a market share of 19.1%, while MYOB only accounted for 9.8% (Fadly, 2021). Accurate software is developed according to the accounting standards applicable in Indonesia, namely the Financial Accounting Standards Statement (PSAK). This software can be used by various types of businesses, including service, trading, manufacturing, and mining companies.

Accurate offers several advantages, such as a user-friendly interface, cost efficiency, the convenience of viewing financial reports directly through Microsoft Excel, customizable invoices, and ease in handling tax matters due to its compliance with Indonesian regulations.

Figure 1. Use of Information Technology in Vocational Schools (SMK)



The image above illustrates the rapid development of technology, which demands those educational institutions (Malikhah & Riyantomo, 2021) especially vocational schools to adapt in order to address the issue of workforce readiness among students. This is particularly crucial for accounting majors, who must graduate with skills aligned to current technological demands.

Accurate is currently being implemented in many vocational schools. However, high school teachers still lag behind vocational schoolteachers in terms of developing competencies in computer-based accounting. As a result, teachers in the Malang Regency Economic MGMP, although already competent in accounting and financial institution materials, still lack adequate understanding of computer accounting. Yet, computer accounting is one of the key competencies urgently needed in this era of technological advancement, especially for accounting graduates (Fahmi & Tabrani, 2024).

Computer accounting is the implementation of accounting information systems based on technology, using applications that simplify the process of recording financial or accounting transactions (Yetti, 2023; Yuningtyas et al., 2022). In vocational school curricula, computer accounting is generally taught using applications such as MYOB and Microsoft Excel. However, learning computer accounting today should not be limited to just these two tools.

To prepare students for entering the workforce, teachers must continuously update their knowledge. They need to learn computerization skills relevant to the industry so that they can effectively teach students and help them become competent human resources equipped to face current industry demands.

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The rapid development of technology requires educational institutions, especially high schools, to adapt to technological advancements, particularly in addressing the issue of workforce availability (Malikhah & Riyantomo, 2021). So far, competency improvement efforts have mostly targeted vocational school's teachers, while high school teachers are rarely considered. Teachers who are members of MGMP (Subject Teachers' Conference) already have a good grasp of accounting and financial institution materials, but many still lack an understanding of computerized accounting, with most having never used the Accurate application.

This community service program aims to address the challenges faced by high school educators who struggle to teach accounting using the Accurate computer application. Educators are expected to provide instruction that aligns with technological advancements. This is crucial to producing graduates who are not only competent in their fields but also capable of adapting to technological developments. Today, technology has penetrated all sectors, including accounting, where numerous applications simplify bookkeeping, transaction recording, and automate financial report generation.

Despite these developments, many educators—especially at the senior high school level still teach accounting manually or only with Microsoft Excel (Anggraeni et al., 2022). In the current technological era, students should not be limited to learning only basic materials. Therefore, they must also be exposed to other accounting software such as Accurate.

Teachers play a vital role in teaching Accurate to students to prepare qualified and competent graduates who keep up with the times. Hence, socialization and mentoring related to the use of Accurate are necessary. To address this need, we collaborated with the Malang Regency Economic MGMP as the organizing body for Accurate software socialization and training. MGMP serves as an effective platform for enhancing teacher competence and professionalism. It functions as a forum for teachers to discuss classroom challenges, exchange ideas, and design learning models collaboratively.

Given these considerations, we hope to collaborate in organizing socialization and mentoring activities for accounting teachers to support their competence and help prepare students for entering the workforce in the digital era. Until now, there has been no dedicated organization providing similar training related to Accurate software.

Through this initiative, the socialization and mentoring activities are expected to be well-organized and improve participants' understanding of Accurate by at least 60%. The impact of these efforts will be measured through questionnaires distributed to teachers participating in the socialization and training programs, assessing their understanding of the software.

Solution 1: Case Study Modules

One of the proposed solutions includes providing modules containing case studies. These case studies present various types of transactions and detailed steps to input them into Accurate. During training, participants will practice these steps with guidance from mentors. After training, participants can independently review the module for continued learning. This approach is expected to improve participants' understanding by 70%. Success will be measured using questionnaires comparing participants' knowledge of Accurate before and after using the case study modules.

Solution 2: Socialization and Discussion Sessions

The second solution involves holding socialization sessions attended by members of the Malang Regency Economic MGMP. Socialization is not just a one-way delivery of information but also includes discussion to identify problems and collaboratively develop solutions (Zahara et al., 2022). Through these sessions, educators can exchange ideas and gain a deeper understanding of how to use and teach Accurate (Putra et al., 2024). These sessions are expected to improve understanding by 60%, as evaluated by pre- and post-socialization questionnaires. The questionnaire will also include space for remaining questions, which will be addressed during training, gauging participants' interest in further training.

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Solution 3: Training and Certification

This community service activity will take the form of training for high school economics teachers under the MGMP in Malang Regency to improve their competence in computer accounting using Accurate software. Accurate is a trusted accounting system (Sembiring et al., 2022), offering sophisticated features to support financial management from recording to reporting and analysis (Fadly, 2021). Moreover, Accurate complies with Indonesian Financial Accounting Standards (PSAK) and tax regulations, making it a preferred choice for many Indonesian companies (Maghfirotuzzahro et al., 2023).

Training will begin with an introduction to Accurate software, followed by hands-on sessions where teachers use the software on their laptops. They will receive step-by-step guidance for integrating Accurate into their lesson plans. Mentors will provide supervision and motivation to ensure teachers master the software and are confident in teaching it to their students.

Past research (Purnomo, 2021; Sukmanasa et al., 2020) shows that training and mentoring are effective methods for overcoming instructional challenges. Q&A sessions will be held during training to address participants' difficulties in real time. Similar community service programs (Silalahi et al., 2023) have proven effective in improving students' and teachers' competence, as evidenced by good scores in Accurate software assessments.

This training program is expected to increase participants' knowledge of Accurate by 100%. Success will be measured through a Certified Accurate Data Entry (CADE) certification at the end of the program, which will provide concrete data on the improvement in participants' understanding of Accurate.

Method

The Malang Regency Economic MGMP was selected as the partner for this community service activity because many of its members are alumni of Malang State University. Additionally, the MGMP serves as an effective platform for improving teacher competence and professionalism. This is evident from its core duties and functions—as a forum for teachers to discuss classroom challenges, exchange ideas, and collaboratively design learning models. These functions align closely with the objectives of this community service program.

Moreover, there has not yet been any Accurate training program conducted specifically for the Malang Regency Economic MGMP. Therefore, this service initiative will be carried out from April to September 2024, in collaboration with MGMP, to organize Accurate software training for economics educators. The goal is to equip educators with the knowledge needed to teach Accurate effectively to their students in their respective schools.

MGMP Economics will play an active role in this community service program and support various aspects that will help accelerate its success. The program, titled "Improving the Skills of MGMP Economic Teachers in Malang Regency with Understanding Accurate Accounting Software in Support of Industry Needs (DUDI)", will employ several methods to maximize results. These include observation, focus group discussions (FGD), socialization, training and certification related to Accurate, and the provision of learning modules in the form of transaction case studies.

Observation

In the initial stage of the program, a proposal was developed with the aim of obtaining support from Malang State University to implement the community service initiative in collaboration with the Malang Regency Economic MGMP. This proposal involved literature reviews and joint observations with the MGMP to identify the training needs of accounting educators, particularly related to Accurate software.

Focus Group Discussion (FGD)

FGD activities were conducted following the needs identification phase. The research team coordinated with the Malang Regency Economic MGMP to design an optimal scheme

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for the community service program. If necessary, the FGD would also invite experts who could provide recommendations for effective Accurate training strategies. The FGD included a questionnaire distributed to MGMP members to evaluate their understanding of the upcoming training program.

Implementation: Accurate Socialization, Training, and Certification

At this stage, a seminar was held focusing on the challenges faced in using Accurate software. The outcomes and evaluation targets of this stage included:

1. A sharing session among members of the Malang Regency Economic MGMP.
2. Problem-solving discussions on issues related to Accurate operation.
3. Increased participant understanding of Accurate software.
4. All participants obtaining CADE (Certified Accurate Data Entry) certification.

Evaluation of Community Service Activities

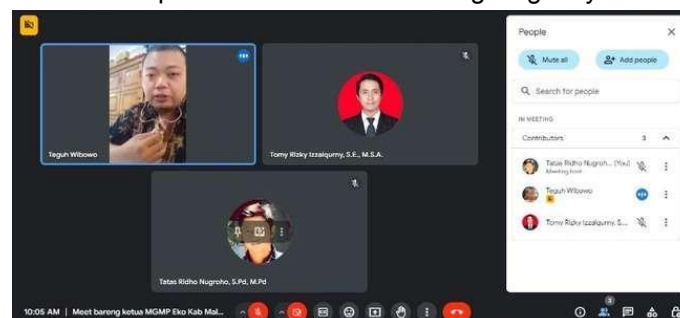
The evaluation phase serves to assess the success of the mentoring and training program. Evaluations are conducted after each activity and culminate in a final assessment. The evaluation phase includes documentation and analysis of the following:

1. Recording problems encountered during the community service activities.
2. Identifying and addressing obstacles based on the analysis.
3. Gathering participant feedback and responses to the program.
4. Creating meeting minutes for every activity conducted.
5. Using evaluation results as a reference for future community service initiatives.

Result

In the initial observation stage, the community service team conducted interviews and in-depth discussions with the Head of the Malang Regency Economic MGMP, Mr. Teguh Wibowo, S.Pd., Gr., and collected relevant data. The results revealed that most teachers had only heard of or had limited experience with computerized accounting, particularly the Accurate software. The majority of high school teachers only teach general accounting in class, and their exposure to computer accounting was during their university years—typically using the MYOB application.

Figure 2. FGD with Representatives of the Malang Regency Economic MGMP



These observations highlighted a significant gap between the competencies currently held by high school accounting teachers and the skills required in the Business and Industrial World (DUDI) today. This reinforces the need to enhance understanding and usage of Accurate software so that high school students can also gain certification and have better opportunities for employment after graduation. Teaching with Accurate, which is considered a standard in computer-based accounting, is seen as highly beneficial. The software is designed in accordance with the Financial Accounting Standards (PSAK) and Indonesian tax regulations and is widely used by companies across various industrial sectors.

Accurate enables users to record financial transactions automatically, generate comprehensive financial reports, and conduct financial analyses tailored to modern business needs. Continued observation further emphasized the importance of introducing Accurate to

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economics teachers so that they can transfer this knowledge to students. Mastery of this software will provide students with valuable skills upon graduation, whether they choose to work full-time or part-time—particularly for those who continue their education while working. Accurate proficiency gives students a competitive edge in a job market that increasingly demands technological skills in accounting, especially in industries that rely heavily on automation and data-based financial analytics.

Following the observation phase, the community service team conducted a Focus Group Discussion (FGD) with representatives from the Malang Regency Economic MGMP to discuss the findings and seek solutions to the identified competency gap. The activity was attended by 60 economics teachers and took place at SMAN 1 Kepanjen. This FGD revealed that today's business and industrial sectors no longer only need workers who can manually record finances, but also those who are skilled in using advanced accounting technology like Accurate—software capable of analyzing and presenting financial data quickly and accurately.

Figures 3. Observations with the Malang Regency Economic MGMP



During the FGD, teachers recognized the importance of teaching Accurate software to both vocational and high school students to ensure graduates meet industry competency standards. They agreed that knowledge of Accurate should be integrated into the curriculum promptly—either as a replacement for or a complement to existing software like MYOB and Microsoft Excel—so that students are better prepared to face the demands of the modern job market.

Additionally, discussions during the FGD highlighted that training opportunities related to Accurate for teachers are still very limited. Most teachers admitted that they had never participated in any formal training specifically focused on Accurate, even though they understood its importance in teaching and in preparing students for the workforce. This confirms the urgent need to provide specialized training for economics teachers in high schools and accounting teachers in vocational schools, enabling them to align their teaching with the latest advancements in accounting technology.

The conclusion of this FGD confirmed that Accurate training is essential for increasing the relevance of vocational and high school accounting curricula and preparing students with the competitive skills needed for employment. Teachers who are proficient in using Accurate will be better equipped to train students in line with industry demands, thus enhancing the quality of graduates from both vocational and general high schools in the field of accounting.

The implementation of socialization and training was carried out gradually using a blended approach that combined face-to-face and online meetings. The initial socialization was held at SMAN 1 Kepanjen, coinciding with the regular meeting of the Malang Regency Economic MGMP. This event was attended by 30 accounting teachers from various schools in Malang Regency. During this session, teachers were introduced to the importance of using Accurate software in teaching computerized accounting, along with its relevance to the needs of the Business and Industrial World (DUDI).

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The socialization session was led by Tomy Rizky Izzalqurny, SE, MSA, CAP, who has expertise in Accurate and served as the resource person for this activity. Participants were given an overview of the advantages of Accurate software compared to other commonly used programs in schools, such as MYOB and Microsoft Excel.

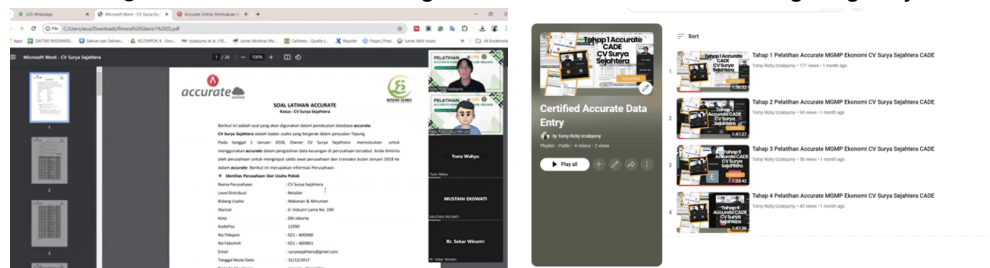
Figure 4. Accurate Socialization to the Malang Regency Economic MGMP



Following the socialization, Accurate training was conducted online through four Zoom sessions, specifically designed to prepare participants for the Accurate certification exam. Each training session lasted 2–3 hours and focused on mastering key features of Accurate, such as transaction recording, automated financial report generation, tax management, and financial report analysis for business decision-making.

Participants were guided step-by-step on how to use these features and were given opportunities to practice directly through provided case study simulations.

Figures 5. Accurate Training for MGMP Economics, Malang Regency



The training sessions were also uploaded to YouTube, allowing teachers who missed the live sessions to catch up via video. During the sessions, participants were provided access to a digital module containing real-life financial case examples from the industry, which they were required to input into the Accurate software. This approach was intended to familiarize participants with realistic scenarios that vocational school students might face, while also improving the teachers' practical skills in teaching Accurate in the classroom.

At the end of the training, the Accurate CADE certification exam was held in person at the Computer Laboratory of the Faculty of Economics and Business, State University of Malang. The exam marked the culmination of the training program, where participants were expected to demonstrate their understanding of Accurate software in various financial scenarios that had been studied.

Figures 6. Accurate Certification Test for MGMP Economics, Malang Regency

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The certification results showed a very high success rate, with 100% of the participating economics teachers passing the Accurate certification exam. This reflects the effectiveness of the training in improving participants' understanding and skills in operating the Accurate software.

This training and certification program not only enhanced the teachers' competencies but also provided formal certification as proof of their professionalism and ability to use Accurate. This, in turn, prepares them to teach this material to vocational school students with greater confidence and effectiveness.

The training participants received a case study module containing various real-world financial transactions commonly encountered by high school and vocational school students. This module was designed to support independent learning, allowing participants to directly practice the steps outlined using Accurate software. Each case study includes the entire financial recording process—from journal entries and financial report preparation to report analysis. This approach provides hands-on experience, helping participants understand how Accurate functions in real business contexts. Through this method, teachers can reinforce their mastery of Accurate's features and better prepare themselves to teach the software to students in a more structured and effective manner.

Survey results conducted after the training indicated that all participants found the case study module extremely helpful in deepening their understanding of Accurate. Participants also viewed the module as a valuable tool for enhancing their ability to teach this software in schools. The included case studies enabled teachers to tackle practical challenges that may arise in the classroom, especially when responding to student questions related to real-world scenarios in the professional environment. Furthermore, the module was considered highly useful as a long-term reference that teachers could use both during and after the training to continue developing their skills and improving the quality of computerized accounting instruction.

Following the training, a comprehensive evaluation was conducted through a satisfaction survey distributed via Google Forms to all participants. The results showed that 100% of the participants were highly satisfied with both the training methods and the materials presented. They appreciated the interactive nature of the sessions, which allowed them to actively engage and ask direct questions about the use of Accurate software.

Participants also suggested that follow-up or advanced training be conducted periodically to deepen their understanding of more complex features in Accurate, such as integration with Microsoft Excel and advanced financial report analysis. This indicates a strong desire among participants to continuously improve their technological accounting competencies.

Some participants also proposed the development of more specific and tailored modules that align with the needs of local industries in the Malang area. They emphasized the importance of having materials that are relevant to real-world professional contexts, so that students can be better prepared to enter the job market.

With the results of this evaluation, it is hoped that the training program can continue to improve the quality of computer accounting education. Additionally, this program is

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expected to enhance student readiness in meeting the demands of the Business and Industrial World (DUDI), ensuring that they possess the necessary skills to compete in an increasingly competitive job market.

Discussion

Initial observation results and the Focus Group Discussion (FGD) revealed a significant gap between the current competencies of accounting teachers and the evolving demands of the Business and Industrial World (DUDI). The majority of MGMP Economics teachers in Malang Regency still rely on MYOB and Microsoft Excel—software that, although widely integrated into school curricula, are beginning to show limitations in meeting the demands of the modern workforce. Accurate, as an accounting software developed in alignment with the Statement of Financial Accounting Standards (PSAK) and Indonesian taxation regulations, has become a leading choice for companies across various sectors. The FGD emphasized that the use of Accurate can provide students with more relevant skills due to its advanced features and in-depth analytical capabilities, which are directly applicable to real business scenarios.

Mastery of Accurate by high school economics teachers and vocational school accounting teachers is considered crucial for enhancing graduate quality and aligning school curricula with the needs of industry. Since only a small number of teachers currently have a basic understanding of Accurate, the urgency of providing structured training becomes increasingly apparent. The FGD revealed that today's DUDI expects a workforce not only capable of manual financial recording but also proficient in operating advanced accounting technology—such as Accurate—to perform automated and rapid financial data analysis.

Using Accurate in classrooms enables both vocational and high school students to develop competitive skills that are valuable not only after graduation when they work full-time, but also during part-time jobs while continuing their education. The integration of Accurate at the school level gives students a competitive advantage in an increasingly digital workforce, especially in sectors that depend heavily on automation and data-based analytics.

The FGD also revealed that, although teachers are aware of the importance of mastering Accurate, access to relevant training remains very limited. Most teachers stated that they had never participated in any formal training focused on this software. This underscores the urgent need to organize structured and sustainable training programs, specifically for high school economics and vocational accounting teachers, so they can adapt their teaching to the latest developments in accounting technology.

Furthermore, the FGD emphasized the importance of having specific, case-based training modules. These modules not only help teachers understand how Accurate works but also guide them on how to teach it effectively in the classroom. Case studies involving real business scenarios are expected to equip teachers with practical skills that can be directly applied in the teaching process. With this practical approach, students will not only understand the theory but also be able to apply it in real-world contexts.

Overall, the Accurate software training activities for MGMP Economics teachers in Malang Regency have brought significant benefits. All participating teachers were highly motivated to meet the CADE certification standards, reflecting the success and value of this training program.

Conclusion

The Accurate software training program for MGMP Economics teachers in Malang Regency successfully increased participants' understanding and skills in teaching technology-based accounting. Evaluation results show that all participants were satisfied with the training methods and materials delivered, reflecting the effectiveness of the approach used. With mastery of Accurate, it is hoped that teachers will be better equipped to

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provide high school and vocational school students with relevant and competitive skills that are increasingly needed in the Business and Industrial World (DUDI).

At the end of the training, the CADE Accurate certification exam was conducted in person at the Computer Laboratory of the Faculty of Economics and Business, State University of Malang. The results showed a very high success rate, with 100% participating economics teachers passing the certification. This reflects that the training was effective in enhancing participants' understanding and ability to operate Accurate software.

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We would like to express our deepest gratitude to all parties who contributed to the successful implementation of this Accurate software training program. Special thanks to the MGMP Accounting teachers of Malang Regency for actively participating and sharing their knowledge and experiences throughout the training.

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Thank you as well to all members of the organizing team who worked hard to prepare the materials, conduct training sessions, and carry out evaluations to ensure the program ran smoothly. We hope this collaboration continues and brings a positive impact on the improvement of accounting education quality in Indonesia.

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