



## IMPLEMENTATION OF ACCURATE ONLINE FEATURES TO ENHANCE THE COMPETENCE OF ECONOMICS TEACHERS IN KUDUS SENIOR HIGH SCHOOLS

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### Abstract

This community service activity aimed to enhance the competence of economics teachers who are members of the economics subject teachers' forum of senior high schools in Kudus Regency through the implementation of Accurate Online features, particularly the fixed assets, cash/bank, and general journal modules. The background of this program lies in the limited understanding of teachers regarding modern accounting software and the insufficient integration of technology in accounting instruction, which has so far relied more on theoretical explanations and traditional practices, rather than utilizing web-based applications. The activity was conducted in August 2025 through four stages: preparation, training and mentoring in the use of Accurate Online, resolution of technical issues encountered by teachers, and evaluation of implementation. The results indicated a significant improvement in teachers' ability to operate Accurate Online, the achievement of Certified Accurate Professional certification by participants, and an increase in technological accounting knowledge applicable in the learning process. Mastery of Accurate Online features is expected to support teachers in delivering accounting instruction that is more modern, practical, and aligned with industry needs.

**Keywords:** Accurate Online, Fixed Assets, Cash/Bank, General Journal.

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### INTRODUCTION

The development of information technology has brought significant transformation across various sectors of life, including the field of accounting. This change requires the education sector, particularly in economics and accounting subjects, to adapt so that the material taught remains relevant to the needs of modern industry (Munawir, 2021). The use of technology, such as cloud-based accounting software, is one form of innovation that enables the quick, accurate, and efficient processing of financial data. One of the most popular accounting applications in Indonesia is Accurate Accounting Software, developed by PT Cipta Piranti Sejahtera (CPSSoft) since 1998 (CPSSoft, 2023). Its latest version, Accurate Online, can be accessed anytime and anywhere and is equipped with various essential modules, including general ledger, cash/bank, inventory, sales, purchase, fixed assets, project contractors, and manufacturing. This application is fully aligned with Indonesian accounting and taxation standards (Wahyudi & Prabowo, 2022).

The problem identification conducted with the senior high school economics subject teachers' forum in Kudus Regency revealed that most teachers still have limited knowledge regarding the use of modern accounting software, including Accurate Online. So far, accounting instruction in schools has tended to focus on theory and manual practice without involving web-based accounting applications. As a result, students have not gained direct experience in operating software commonly used in the workplace (Putra, 2020). This condition potentially hampers graduates' readiness to adapt to the increasingly digitalized industrial needs (Santoso & Widodo, 2019).

Furthermore, curriculum changes and demands for 21st-century competencies require teachers not only to master teaching materials but also to effectively integrate technology into the learning process. In the digital era, the ability to operate cloud-based accounting software such as Accurate Online has become an essential skill for economics teachers. Mastery of this skill will enable teachers to deliver more contextual and practical accounting lessons, ensuring that students not only understand accounting theory but also apply it effectively in real-world situations. However, it can also be used in real-world work situations (Yuliana, 2021).

The selection of Accurate Online as the training medium is based on its advantages, such as a user-friendly interface, comprehensive transaction recording modules, compliance with Indonesian taxation regulations, and relatively affordable licensing costs (CPSSoft, 2023). The training focuses on mastering the fixed assets, cash/bank, and general journal modules, which form the foundation of an accounting system. Mastery of these three modules is expected to enable teachers to deliver a complete accounting cycle, covering transaction recording, data processing, and the preparation of financial statements (Wahyudi & Prabowo, 2022).

Based on these issues, the community service team organized training and mentoring on the use of Accurate Online for high school economics teachers in Kudus Regency during August 2025. The training was designed not only to enhance technical skills but also to prepare participants to obtain the Certified Accurate Professional (CAP) certification as proof of professional competence. The objectives of this activity are to: (1) improve teachers' competence in operating cloud-based accounting software; (2) provide practical knowledge aligned with Indonesian accounting and taxation standards; and (3) encourage the use of accounting technology in school learning processes.

The expected benefits of this activity cover several aspects. For teachers, the training can enhance technological skills, broaden their knowledge of modern accounting software, and provide professional certification as added value. For students, this training will bring more interactive, practical, and industry-relevant accounting learning experiences. For schools, having teachers proficient in accounting technology can strengthen the quality of learning while enhancing the institution's reputation. More broadly, this activity is expected to contribute to improving the quality of human resources that are adaptive to technological developments, particularly in the ever-evolving digital era.

## **METHOD AND PROCEDURES**

This community service activity employs a participatory training and mentoring approach, emphasizing the active involvement of participants at every stage of the process. This approach aligns with the principles of adult learning (andragogy), where the learning process becomes more effective when participants are actively engaged in discovering, understanding, and applying the training materials (Knowles et al., 2015). This method was selected to ensure that teachers not only gain a theoretical understanding of accounting software usage but also can apply it directly in the teaching of

accounting in schools. Consequently, this training is expected to generate sustainable benefits and provide a significant impact on enhancing teachers' professional competence (Brookfield, 2013).

#### 1. Stage 1: Preparation

The initial stage began with identifying partner needs through interviews and discussions with the senior high school economics subject teachers' forum in Kudus Regency. This stage aimed to gain a clear understanding of teachers' mastery of accounting technology and the challenges they encounter. A preliminary survey complemented the process to measure teachers' knowledge and experience in using accounting software, particularly Accurate Online. Subsequently, technical coordination and training schedules were arranged with the senior high school economics subject teachers' forum and partner schools. Training materials were developed based on the needs analysis, covering the introduction of Accurate Online features, fixed assets, cash/bank, and general journal modules, supplemented by case studies to support a learning-by-doing approach (Kolb, 2014).

#### 2. Stage 2: Training Implementation

This stage began with an introduction to the basic concepts of Accurate Online, including its advantages, benefits, and relevance to the field of accounting education. A step-by-step demonstration of the fixed assets, cash/bank, and general journal modules, followed by. Participants then engaged in independent practice using case-based scenarios that simulated real-world workplace situations. During these practice sessions, the service team provided intensive assistance to address technical challenges and ensure that each teacher understood the correct operating procedures. This approach combined demonstration teaching and hands-on practice, which have been proven effective in improving participants' technical skills (Joyce et al., 2011).

#### 3. Stage 3: Certification and Material Enrichment

In this stage, participants were prepared for the CAP examination by being given practice questions and mock tests. Additional materials were also provided on strategies for integrating Accurate Online into accounting instruction, such as developing student practice questions and designing software-based classroom simulations. This enrichment aimed to strengthen technical skills while offering more contextual and practical teaching methods, consistent with findings that integrating technology into accounting education can enhance student engagement and understanding (Borthick & Jones, 2000).

#### 4. Stage 4: Evaluation and Follow-up

Evaluation was conducted through pre-tests and post-tests to measure participants' improvements in competency. Additionally, a satisfaction questionnaire was used to evaluate the effectiveness of the materials, methods, and mentoring. A reflective discussion was held to formulate strategies for applying the training results in each school. As a follow-up, an online forum was established to share experiences, provide technical consultation, and offer continuous

mentoring. This sustainability model aligns with the community of practice approach, which has been proven effective in maintaining teacher competency improvements after training (Wenger et al., 2002).

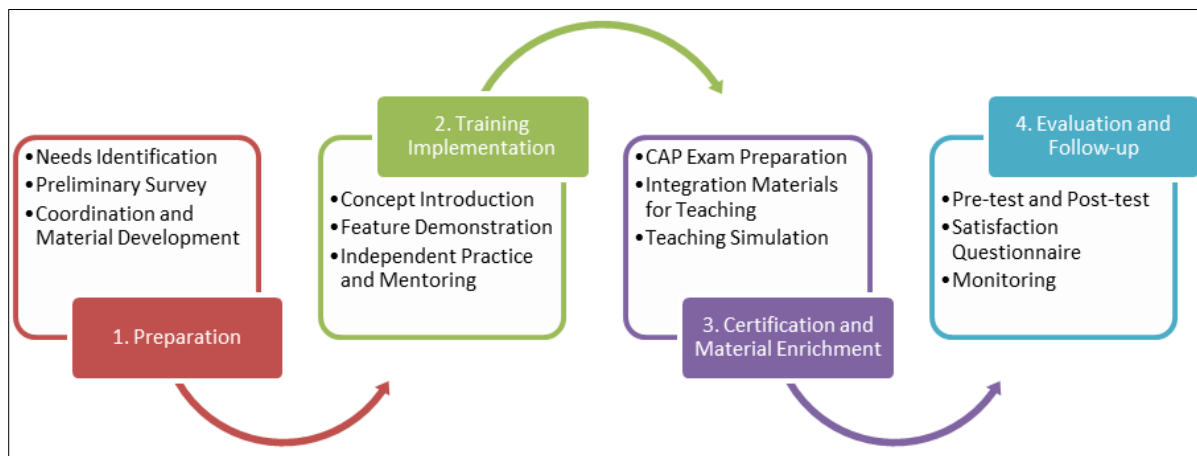


Figure 1. Flowchart of Activity Methods and Procedures

## RESULTS

The implementation of this community service activity proceeded according to plan and involved nine teachers who are members of the senior high school economics subject teachers' forum in Kudus Regency. The series of activities began with a pre-test to assess participants' initial understanding of the training material and their familiarity with Accurate Online. They concluded with a post-test to evaluate improvements in their competencies. The analysis showed an increase in the average score from 58.4 on the pre-test to 86.7 on the post-test. These findings indicate a significant improvement in mastery of the material and skills in using Accurate Online, particularly in the fixed assets and general journal modules, which participants previously underutilized.

Participant engagement throughout the activity was high. All participants actively participated in practical sessions and discussions. During the demonstration sessions, participants showed strong enthusiasm by asking various technical questions and comparing the use of Accurate Online with the manual recording methods previously used in the teaching process. This phenomenon indicates a shift in the paradigm among teachers regarding the urgency of integrating cloud-based accounting technology into the school learning process.

Results from the evaluation questionnaire showed a 94% satisfaction rate, with the majority of feedback being positive. Participants stated that the training materials were presented clearly and systematically, the guidance was intensive, and the training content was highly relevant to accounting teaching needs in schools. Additionally, participants reported increased confidence in utilizing Accurate Online as a contextual, interactive, and practical learning tool for students.

As a sustainability measure for the program, the implementation team developed a follow-up strategy through periodic mentoring conducted via a combination of face-to-face meetings and online

sessions. This mentoring focuses on monitoring the implementation of Accurate Online in participants' schools, providing solutions to technical challenges, and updating materials and features in accordance with software developments. Furthermore, an annual workshop is planned as a forum for strengthening advanced skills, exchanging best practices, and fostering collaboration among teachers. Therefore, the training is expected to have not only a short-term impact but also a sustainable effect, in line with the demands of accounting education development in the digital era.

Table 1. Summary of Accurate Online Training Results

No	Measured Aspect	Pre-training Results (Pre-test)	Post-training Results (Post-test)	Change / Achievement
1	Average understanding score	58.4	86.7	+28.3 points
2	Mastery of the Fixed Assets feature	40% of participants were able to operate	93% of participants were able to operate	+53% mastery
3	Mastery of the General Journal feature	45% of participants were able to operate	96% of participants were able to operate	+51% mastery
4	Participant satisfaction	–	94% satisfied	Very high



Figure 2. Documentation of the Activity

## CONCLUSION

The training and mentoring activities on the use of fixed assets, cash/bank, and general journal features in an accurate online environment for the senior high school economics subject teachers' forum in Kudus Regency have successfully enhanced teachers' professional competencies, particularly in integrating accounting technology into classroom instruction. All participants demonstrated active engagement and enthusiasm throughout the training, as evidenced by their participation in discussions, independent practice, and the significant improvement in post-test results compared to pre-test scores. This training not only provided technical understanding of Accurate Online but also equipped teachers with the skills to develop practice questions and teaching materials based on accounting applications. Through regular mentoring, continuous updates of training materials, and the organization of advanced workshops, the application of the training outcomes is expected to continue in schools, making accounting education more relevant, contextual, and applicable for students, thereby bridging the gap between theoretical knowledge and real-world accounting practices.

To further strengthen the program, several strategies are suggested. Establishing a forum for participating teachers to share best practices, challenges, and innovative teaching methods using Accurate Online can enhance peer learning and foster a collaborative professional community. Aligning the use of Accurate Online with existing curriculum standards ensures that the technology effectively supports learning objectives. Promoting student-centered activities, such as simulations of financial transactions, enables students to engage in experiential learning under the guidance of their teacher. Implementing periodic assessments and feedback mechanisms can track the long-term impact of the training on teaching quality and student outcomes. Finally, creating an online repository of teaching materials, case studies, and instructional videos provides teachers with continuous access to resources that support their lessons. These measures aim to transform the training from a one-time event into a sustainable professional development program that continuously improves the quality of accounting education in the digital era.

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