Inaba of Community Services Journal (INACOS-J)
E-ISSN 2829-5390 P-ISSN 2829-6540
VOLUME 03, NO. 01, June 2024

SOCIALIZATION OF ACCOUNTING RECORDS AND FINANCIAL REPORTS PREPARATION USING SEVERAL ALTERNATIVE SOFTWARE

Ferry Kosadi[1], Wajib Ginting[2]

[1,2]Accounting, Universitas Indonesia Membangun, Bandung, Indonesia
[1]ferry.kosadi@inaba.ac.id, [2]wajib.ginting@inaba.ac.id

ABSTRACT

The aim of this activity is to improve the technical skills of participants, especially in the process of managing accounting data and preparing financial reports through various alternative software and preparing participants' involvement in activities with MSMEs. The main obstacle faced is technical problems related to tracking troubleshooting when the software process is disrupted, or the results of the process are not as they should be. Repeated software usage training will provide better abilities along with an understanding of the characteristics of each software used. Participants can understand the database as the main part of an information system well, but the technical preparation of the database structure still requires further socialization. Participants' interest and confidence in contributing to community services activities showed a very good response so that in future activities it is hoped that their involvement can continue to be increased by previously carrying out orientation and conditioning on certain software.

Keywords: accounting data management; preparation of financial reports; accounting application software

INTRODUCTION

Computer-based transaction recording requires an understanding of manual recording and accounting first (Weygandt et al., 2015, p. 54). With the concept of manual recording through the accounting cycle, there is an overview with tools in the form of worksheets whose processing uses a spreadsheet application program (Romney et al., 2021, pp. 760–761). Manually preparing financial reports using a spreadsheet application program to facilitate the data accumulation process requires an understanding of journal rules with a double entry record pattern which is relatively not simple (Romney et al., 2021, pp. 760–761).

The development of the recording process through the accounting cycle applied in transactional business processes tends to be carried out

functionally. The Transaction Processing System (TPS) mechanism is divided into several transactional cycles such as revenue cycle, expenditure cycle, human resources cycle with integration into the Enterprise Resource Planning (ERP) model which leads to source data automation (Romney et al., 2021) is a trend in system models used by various companies today. Furthermore, the development and transformation of technology adopted by the business environment leads to digital business transformation (Buluswa & Evans, 2021). Competitive advantage which is a prerequisite in this situation is responding to digital disruption and aligning it with increasing technological capabilities which are directed at adaptability and agility to the changes and impacts resulting from the digital business transformation that is occurring (Busulwa & Evans, 2021)

The process of introducing technical computerization such as hardware, software, networks, operating systems, ERP systems, databases, decision support systems, and others that are related to accounting as an integration of understanding Information Technology & Communication (ICT) with accounting becomes part the initial and fundamental understanding of changes in traditional accounting information systems towards digital accounting and digital business (Tsiligiris & Bowyer, 2021). Further, more important understanding regarding digital business and digital accounting is an understanding of the concept of business digitalization itself as well as its preposition and impact on the competency of the accounting profession. The role of an accountant must be the first to be able to rationalize changes that occur in information systems and digital technology (Busulwa & Evans, 2021).

Awareness of the accounting digitalization transformation process will make accounting in the future Digital Accounting (Berikol & Killi, 2021) without abandoning manual understanding of the financial accounting process. Computerization or automation of the accounting cycle in business processes is a prerequisite for understanding digital accounting and digital business. Thus, the process of technical socialization on the use of

various application software is the initial part that prospective accountants should understand and needs to be carried out continuously so that it can provide basic technical skills for accounting graduates (Berikol & Killi, 2021). The trend of changing the form of data towards digital formats which also has an impact on changes in the form of fraud (Kruskopf et al., 2020) is an important part that needs to be understood for the accounting profession.

Thus, the aim of this activity is to provide continuous socialization regarding the technical use of several alternative software for the process of recording transactions and preparing financial reports as a foundation for further understanding regarding digital accounting and digital business. Apart from that, this activity is prepared for participants to prepare digital accounting talent who can help in the process of implementing community service programs between universities and industrial partners and when they work.

Partner Profile

Universitas Indonesia Membangun (Inaba) Bandung has Bachelor's Programs in Management, Accounting, Communication Sciences, Psychology, Information Systems and Computer Systems as well as a Master's in Management Postgraduate Program. Previously it was STIE Inaba which was founded in 1986, located at Jl. Soekarno Hatta No. 448, Batununggal, Kec. Bandung Kidul, Bandung City, West Java 40266.

Partner Problems

The Universitas Indonesia Membangun (Inaba) Campus, one of its orientations is to prepare students who have competence as digital preneurs, to become an institution that prepares digital talent who have the competence to participate in a profession in the digital business environment. To complete various competencies related to abilities in entrepreneurship and digital marketing, readiness in terms of digital-based financial management and accounting skills is an important part of the learning process. Apart from the curriculum provided and as preparation for various independent learning, internship and entrepreneurship programs, support for technical readiness for the use of administrative management, recording various

financial transactions and reporting needs to be carried out continuously as part of increasing understanding of the concepts and transformations that occur in digital business. The availability of various software related to managing transaction recording on various platforms makes it easy for industry players to carry out formal administrative processes that lead to the preparation of formal financial reports based on applicable financial accounting standards.

Some aspects that are problematic include:

1. Readiness and experience in selecting guidelines for preparing financial reports based on financial accounting standards that are most appropriate for certain business actors and industries.
2. Ability to select appropriate tools to help record transactions and prepare financial reports using several types of software, both semi-manual, automated and Taylor Made software or third-party software.
3. Technical limitations in managing and operating software for recording transactions and preparing financial reports and lack of experience in using special accounting application software, especially in carrying out troubleshooting.

Overall, this is an increase in understanding of the role of the accounting profession in the technical scope of those responsible for financial data and information in the current state of digital transformation in business.

Solution To Partner Problems

The solution to the problems carried out is in the form of activities that are sustainable and carried out periodically through:

1. Repeated socialization in exposing various types of transaction data management application software that can be used in recording transactions and preparing financial reports, including the use of software:
   a. Spreadsheet application with formula formulation and functions aimed at preparing financial reports without using programming features.
   b. The Spreadsheet application is accompanied using macro and visual basic programming

features to support automation with data format conditions that are relatively easy for many users to understand.

c. An introduction to available database applications and the basics of their use, as well as an introduction to database architectural designs that are commonly used in an information system, especially those related to transaction processing systems.
d. Introduction to various report formats such as the use of XBRL (extensible Business Reporting Language)
e. Introduction and practice in cloud-based accounting applications both on Android/IOS platforms and website platforms
f. Conceptual exposure that directs the accounting cycle process, computerized accounting, and digital accounting.
g. Practical collaboration learning from various courses related to management, business, entrepreneurship, marketing, leadership and teamworking with a complete business practice orientation from business preparation to reporting transaction results as a business unit.

2. Evaluation of the process accompanied by writing written work in the form of a report on the business activity process and management and reporting of transactional data.

IMPLEMENTATION METHOD

Community service activities are carried out in several stages, namely:

1. Preparation, in the form of preparing material and readiness of participants to take part in activities divided into several groups.
2. Delivery of socialization and practical materials, including:
   a. Utilization of spreadsheet applications with formulas and functions designed for preparing financial reports
   b. Explanation of macro and visual basic features as part of the extension of the spreadsheet application which can be utilized to provide better convenience for users,

INACOS-J

especially those who apply multiuser data operators.

c. Explanation of databases and the use of database application software in recording transactions and preparing financial reports and basic system design.

3. Implementation of the practice of recording using cloud-based accounting application software.
4. Continued implementation by explaining the position of the accounting cycle, computerization of accounting and business processes as well as digital business transformation and digital accounting.
5. Evaluate each process and overall evaluation.

The activity was carried out by involving three students as a support team in assisting the participants when trying to practice recording.

RESULTS AND DISCUSSION

RESULT

The first stage was to provide online presentations to participants which was attended by 81 participants. This activity is a series of activities with a theme that focuses on entrepreneurship and financial reporting. The team previously provided a theme related to financial accounting standards with a scope of the types of financial accounting standards used in industry including the application of applicable taxes. Meanwhile, this activity focuses on alternative software that can be used to record transactions and prepare financial reports. The first stage is using spreadsheet software using functions and formulas to record transactions and complete financial reports. The second stage is the use of spreadsheet software using macro and visual basic features to automate the process of preparing financial reports. The use of macros and visual basic is directed at utilizing programming functions so that it is hoped that there will be increased understanding and expansion of knowledge regarding digital literacy in an accounting information system. The third stage is the use of database software by showing the basic design layout of a database that will be used in recording transactions and preparing financial reports. The fourth stage is the use of cloud-based application software for

recording transactions and preparing financial reports, both available on the Android platform and website.

Some of the participant statements from the questionnaire obtained from this implementation include:

Table 1. Participant Statements on Computer Accounting Practices

No.	Statement	Positive Response	Negative Response
1	Prefer full offline accounting computer practice	81.48%	18.52%
2	Prefer full online accounting computer training	51.85%	48.15%
3	Prefer a mix of online and offline for computer accounting practice	74.07%	25.93%
4	Having difficulty understanding computer accounting practice material from online materials	70.37%	29.63%
5	Feeling Difficulty Working on Accounting Computer Practice Material	62.96%	37.04%
6	Working on computer accounting practice material with the team	81.48%	18.52%
7	Work on accounting computer practice material with colleagues, not in the same group	70.37%	29.63%
8	Work on accounting computer practice material independently	74.07%	25.93%
9	Asynchronous movies for examples in practical exercises are very helpful	88.89%	11.11%
10	Using accounting computer practice material from other online sources	74.07%	25.93%
11	Difficulty solving practical work problems with software	81.48%	18.52%
12	Learn more about accounting computers	66.67%	33.33%
13	Data analysis capabilities increase after computer accounting practice	66.67%	33.33%

Table 2. Participant Statements on Databases & Information Systems

No.	Statement	Positive Response	Negative Response
1	Knowing Databases after Computer Accounting Practice	70.37%	29.63%
2	Knowing the role of databases in Information Systems after computer accounting practice	66.67%	33.33%
3	Do not understand database preparation or design	48.15%	51.85%
4	Want to learn more about databases	70.37%	29.63%
5	After studying computer accounting with MS Excel software supported by programming, I understand how the accounting information system	62.96%	37.04%

INACOS-J

	works for preparing financial reports		
6	After studying computer accounting with MS Excel software, which is supported by programming, I understand that there are many ways to process data and also many alternative software for accounting and preparing financial reports.	62.96%	37.04%
7	Prefer to process financial reports manually	59.26%	40.74%
8	Feel no need to understand accounting concepts after practicing computer accounting	37.04%	62.96%
9	Want to understand various types of accounting software after practicing computer accounting	62.96%	37.04%

Table 3. Participant Statements on the Accounting Profession

No.	Statement	Positive Response	Negative Response
1	Wants to become a software developer after studying computer accounting	66.67%	33.33%
2	Prefer to be a user rather than a software developer	66.67%	33.33%
3	Prefer to work in the non-accounting field	51.85%	48.15%
4	Cross-study material related to accounting software	74.07%	25.93%
5	Take a Final Assignment Related to Accounting Computers	74.07%	25.93%

Table 4. Participant Statements on MSMEs

No.	Statement	Positive Response	Negative Response
1	I think MSMEs in Indonesia have not paid much attention to accounting and financial reporting in accordance with financial accounting standards SAK	77.78%	22.22%
2	I think that MSMEs in Indonesia do not pay much attention to accounting and financial reporting that uses computer technology	66.67%	33.33%
3	I think that MSMEs in Indonesia can only use digital platforms for	62.96%	37.04%

INACOS-J

	business and marketing		
4	I think MSMEs in Indonesia should be encouraged to use digital platforms for business and marketing as well as accounting and financial reporting	77.78%	22.22%
5	I assume I am ready to contribute to supporting MSMEs in Indonesia using digital platforms for business and marketing as well as accounting and financial reporting	81.48%	18.52%

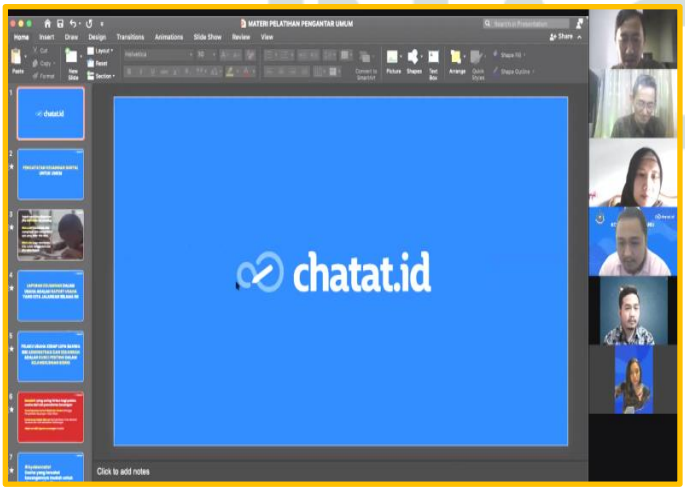

Figure 1. Implementation of Cloud Software with Accounting Application Providers Chatat.id

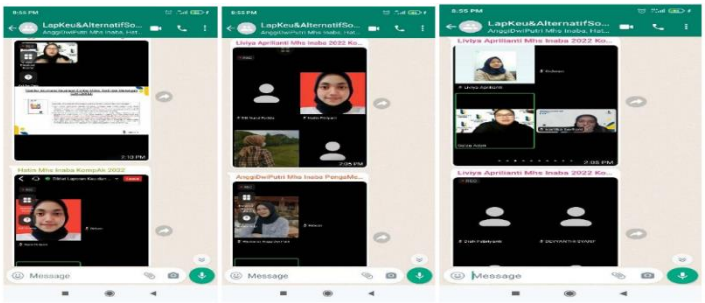

Figure 2. Webinar Implementation of Alternative Software for Financial Statement Preparation

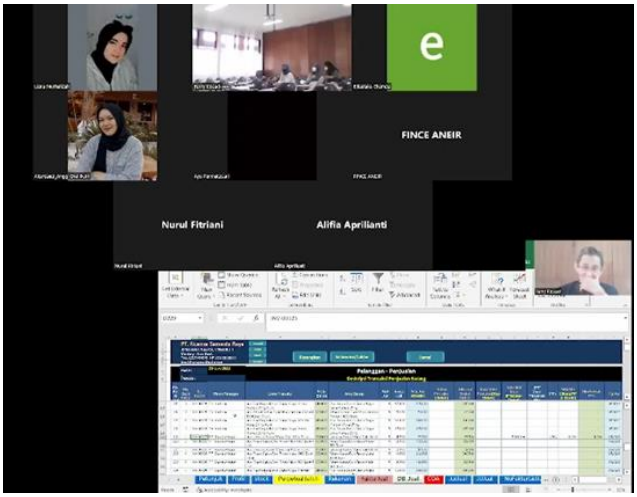

Figure 3. Accounting Recording with MS Excel and Visual Basic – Semi Automation

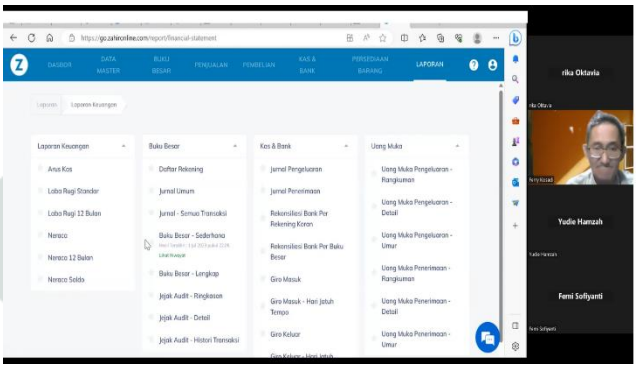

Figure 4. Recording Transactions and Preparing Financial Statements with Zahir Accounting Application Software

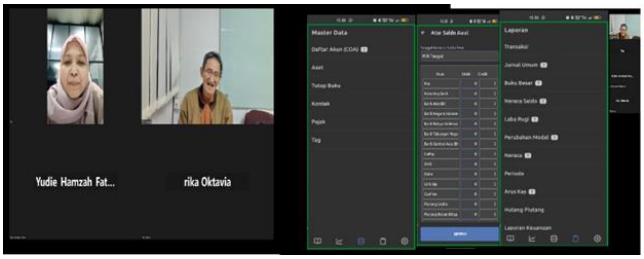

Figure 5. Accounting Recording and Financial Statement Preparation with Android Platform

DISCUSSION

Practice Process

From the results of the activities and through statements in the questionnaire, table 1 shows that participants tend to prefer the hybrid process compared to online with 74.07% liking the hybrid practical process. Meanwhile, those who prefer full offline are 81.48% more likely than those who prefer hybrid. The high percentage of participants in the offline learning process is possible due to obstacles and difficulties when carrying out practice, especially the trouble shooting process when encountering errors or finding discrepancies in data and system processed results. Even though the practice process has been carried out in groups to collaborate with each other among team members, it requires various further explanations which are difficult to do when the learning process is carried out online. Difficulty understanding certain parts of the system process and difficulty communicating with tutors or supervisors are one of the main obstacles in the online learning process. Another thing is environmental factors that are less supportive when practicing which makes it difficult to focus on the process of practicing the system. The same thing was expressed in research results of 79% -85% experiencing difficulties with various obstacles when carrying out practical learning online (Aghni et al., 2021). Participant motivation factors are part of the obstacles during online learning considering the difficulty of tutors or supervisors in providing further explanations for each problem, limitations during questions and answers and limitations in repeating material that is considered difficult. This is also expressed in research findings which conclude that online learning does not motivate students in mandatory accounting courses (Wijayanti et al., 2022).

The availability of materials and online practice processes is less preferred by 70.37% which causes participants to have difficulty in communicating and solving practical problems. In practice, participants still feel that there are difficulties in using software to process transaction data and prepare financial reports as shown by the statement results of 62.96%. Difficulties are especially felt in the

INACOS-J

process of calculating the Cost of Goods Sold (COGS) and inventory assessment and adjustments. The tools in the form of asynchronous movies in carrying out practice were felt to be very useful for participants with a score of 88.89%.

Practice with Group Teams

Interest in doing practice with their group as collaborative learning has a value of 81.48%, indicating that participants prefer and feel comfortable working with their colleagues, likewise if the practice is not carried out with team members in their group, it has a value of 70.37%. Practical work independently shows a value of 74.07% higher than work with colleagues who are not members of the group. This shows that participants have quite good confidence in recording and preparing financial reports using software. Difficulty in resolving problems related to software was felt by the participants with a score of 81.48% indicating that there were obstacles whose possible cause was limitations in the technical capabilities of the software in question.

Overall, the practice contributed to increasing understanding of the computerized accounting process (66.67%) and improving the way of analyzing data (66.67%) which was assisted by the reporting features of internal software.

Understanding of Databases and Information Systems

In table 2, participants can better understand what is meant by a database with a value of 70.37% and its relationship with information systems is 66.67%. However, when participants looked at the database structure, they showed difficulties in understanding the database structure and how to design it. This can be seen from the score of 48.15% for understanding database preparation and design, although there is quite good interest in learning more about databases (70.37%). How accounting software works and the many choices of software for recording and preparing financial reports provide sufficient knowledge to participants with a score of 62.96%, this figure can be considered to mean that participants still have problems using accounting software. Likewise, the figure of

59.26% of participants' statements regarding the manual accounting process shows that there are doubts or obstacles in practicing using accounting software. This shows a contradiction with the pre-activity interviews where participants tended to prefer computer-based accounting processes. The figure of 62.96% of participants' desire to understand further various alternative accounting software shows that participants are interested but not very motivated. It is possible that these obstacles are due to technical factors in the software which are felt to be difficult for participants who do not have a background in information technology education to understand. Apart from that, it requires a repetition pattern in the technical learning process.

Participants' Trends in the Computer-Based Accounting Profession

In table 3, several participant statements show a sufficient but not too high response to the computer-based accounting profession, both as software developers and as software users (66.67%). The participant's desire to work in the accounting field with a figure of 51.85% shows that the participants are somewhat hesitant about choosing a profession in the accounting field. Expectations for the accounting profession, which currently tends to be computer-based, were for participants who stated their desire to take material related to accounting software in cross-study programs, amounting to 74.07%. This can be used as a trigger to direct accounting study program students to take several cross-study courses related to the development of accounting information systems.

Participants' views on MSMEs

The tendency of participants to agree is that MSMEs are still not optimal in terms of accounting records and formal financial reporting based on financial accounting standards. This can be seen from the participants' statements in table 4 points 1, 2 and 3. Participants also showed a very good response to encouraging and contributing to MSMEs in the process of recording and preparing computer-based financial reports as shown by the figures of 77.78% and 81.48% in table 4 points 4 and 5. This can provide encouragement for student participation in community service programs related to the process of

preparing financial reports based on computer technology.

CONCLUSIONS

Overall, it can be concluded that socialization activities have a positive impact on better understanding and technical skills, especially on the use of accounting data management software. Likewise, there is an increase in understanding of database functions in accounting information systems, but technically database design is still constrained and requires further socialization. Involvement in activities with MSMEs, especially those related to managing accounting data and preparing financial reports, needs to be carried out on an ongoing basis which will expand and increase practical experience in the accounting process. Likewise, activities to socialize the use of various software need to be carried out periodically, scheduled and continuously which can provide support for community services activities.

REFFERENCE

Aghni, R. I., Siswanto, Siregar, M. N. N., & Purnama, D. N. (2021). Need Assessment of Accounting Learning During Covid-19 Pandemic in Accounting Education Department of FE UNY. *Jurnal Pendidikan Akuntansi Indonesia*, *19*(2), 84–98.

Berikol, B. Z., & Killi, M. (2021). The effects of digital transformation process on accounting profession and accounting education. *Accounting, Finance, Sustainability, Governance and Fraud*, *February*, 219–231. https://doi.org/10.1007/978-981-15-1928-4_13

Busulwa, R., & Evans, N. (2021). Digital Transformation in Accounting. In *Digital Transformation in Accounting*. https://doi.org/10.4324/9780429344589

Kruskopf, S., Lobbas, C., Meinander, H., Söderling, K., & Martikainen, M. (2020). Digital Accounting and the Human Factor : Theory and Practice. *ACRN Journal of Finance and Risk Perspectives*, *9*, 78–89. https://doi.org/https://doi.org/10.35944/jofrp.2020.9.1.006

Romney, M. B., Steinbart, P. J., Summers, S. L., & Wood, D. A. W. (2021). *Accounting Information Systems* (15th Editi). Pearson Education Limited.

Tsiligiris, V., & Bowyer, D. (2021). Exploring the impact of 4IR on skills and personal qualities for future accountants: a proposed conceptual framework for university accounting education. *Accounting Education*, *30*(6), 621–649. https://doi.org/10.1080/09639284.2021.1938616

Weygandt, J. J., Kimmel, P. D., & Kieso, D. E. (2015). *Accounting Principles* (12th Editi). John

Wiley & Sons, Inc.

Wijayanti, S., Harjanti, A. E., & Maulana, B. H. (2022). Pengaruh Pembelajaran Berbasis Online Terhadap Motivasi Belajar Akuntansi. *Jurnal Ekonomi Syariah Dan Akuntansi*, *3*(2), 1–6.

INACOS-J