

Introduction and Application of Basic Accounting Principles and the Accounting Cycle at SMA Tarsisius 1 Jakarta

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Abstract

Accounting training conducted at SMA Tarsisius 1 Jakarta aimed to enhance students' understanding of basic accounting and accounting cycle essential in the business world. The background of this initiative focused on the challenges students face in grasping complex accounting materials. The method employed was Team Assisted Individualization (TAI), where the lecturer presented theoretical accounting concepts at the beginning of each session, followed by guided practice where students worked in small groups with the support of the lecturer's assistants, along with quizzes to assess students' understanding. There are also survey results that indicate students can engage effectively in the learning process and reflect a significant improvement in their comprehension of accounting material. The conclusion drawn from this activity demonstrates that the training successfully met its objectives, enabling students to apply accounting concepts practically and relevantly. The students demonstrated significant improvement in tasks such as journaling transactions, posting transactions to the ledger, and also preparing trial balances, all of these are essential skills for them to tackle challenges in the field of accounting in the future.

Keywords: *accounting, team assisted individualization, training*

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Introduction

The importance of accounting cannot be ignored in the era of increasingly advanced globalization. Accounting is a system designed to record, categorize, and describe activities that occur in connection with financial matters. According to Hery (2014), it also facilitates the results of financial reports, which are an important instrument in the decision-making process (Hery, 2014). As stated by Horngren, Sundem, Elliott, and Philbrick (2014), accounting is defined as the process of measuring and reporting information related to financial matters (Horngren et al., 2014). The purpose of accounting is not limited to the recording of financial transactions; rather, it is an important aspect of the decision-making, monitoring, and reporting processes in the company.

Accounting is an important part of the accounting process because the process of documenting, classifying, and reporting financial transactions to provide information that can be utilized by stakeholders, such as management, investors, and the government, in order to make decisions. It is for the purpose of providing meaningful information that decisions of this nature are made. This procedure entails the compilation of financial statements for organizations that engage in trading and those that provide services (Soemarsono, 2020). This is done in accordance with international accounting standards adopted by Indonesia.

The senior high school curriculum at SMA Tarsisius 1 Jakarta includes an important component that focuses on the application of accounting concepts and the accounting cycle. This is done to guarantee that students are prepared to face the challenges they will face in the business and financial sector later. If students have a comprehensive understanding of the basic accounting and accounting cycle, they will get a chance to improve their abilities and skills that are necessary for employment in areas such as accounting, financial management, and business analysis.

The accounting cycle provides organizations with a methodology that can be used to monitor and control their finance-related operations (Romney & Steinbart, 2018). There is also an explanation by Kieso, Weygandt, and Warfield (2020) that the accounting cycle begins with the recording of transactions and culminates in the preparation of complete financial reports, which includes necessary journal corrections and closing entries (Kieso et al., 2020). Furthermore, Horngren, Harrison, and Oliver (2019) define the accounting cycle as an

organized process to summarize financial events, ultimately resulting in important information for management decision-making (Horngren et al., 2019). This definition is based on the fact that the accounting cycle already exists.

Every single step of this cycle takes place inside the confines of a single accounting period. The accounting cycle starts as soon as a transaction takes place within an organization (Fitria, 2014). Throughout the course of this cycle, the many stages of accounting procedures that take place are included. Recording, merging, summarising, and eventually reporting the financial data are all steps that take place during these steps. In the context of education at SMA Tarsisius 1 Jakarta, it is vital for students to have an understanding of the accounting cycle. This is because it enables students to comprehend the mechanisms that are responsible for the development and utilization of financial information. Therefore, the students can accomplish more than simply acquiring theoretical knowledge, they also gain abilities that are applicable to the real world. Once students show that they have understood the accounting cycle, they will be able to assess financial information and draw an appropriate conclusion based on the information they have analyzed. A visual representation of the accounting cycle is shown in Figure 1, which can be found below.

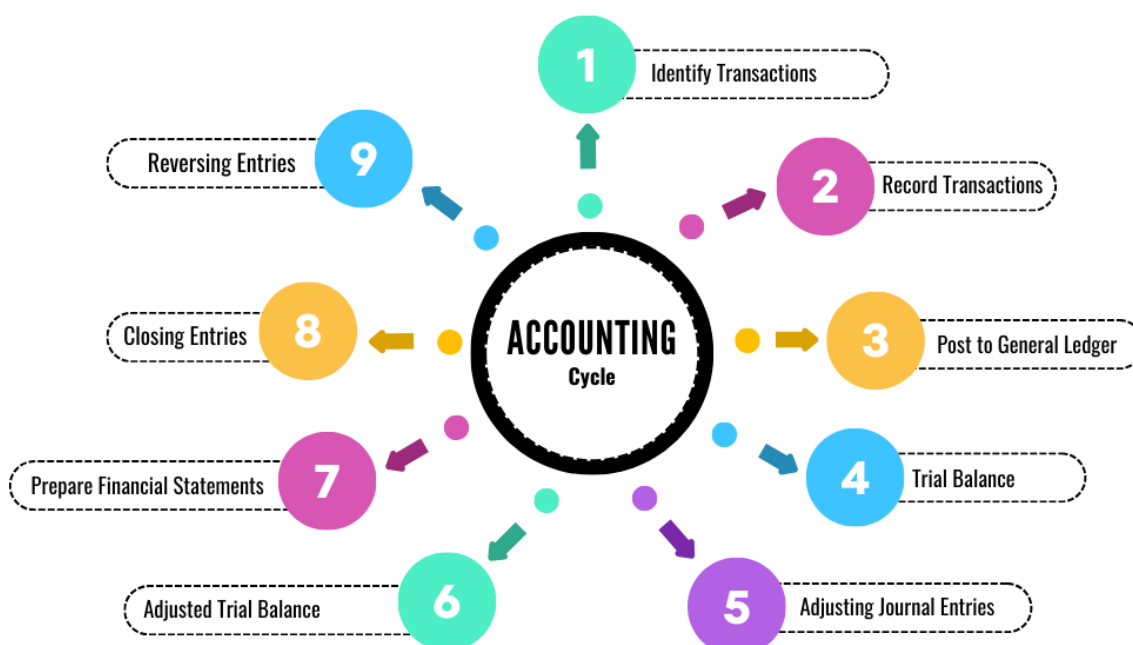


Fig. 1. Accounting cycle

However, when it comes to putting the accounting cycle into action, the students of SMA Tarsisius 1 Jakarta were faced with many challenges. One of the major problems was that the students did not have a fundamental understanding of the accounting concepts. This is because there was a lack of time and a curriculum that did not provide space for students to gain a comprehensive understanding of accounting. As such, it caused most students to have difficulty understanding the material. There is a possibility that this would cause a decline in interest in accounting lessons. Students would be better prepared if they have a basic understanding of accounting, such as how to record transactions, how to use the general journal and ledger, and how to make financial reports.

The Universitas Tarumanegara (UNTAR) community service team was responsible for organizing extracurricular sessions, and these activities are very relevant and necessary to find solutions to these problems. This program is designed to provide participants with a full understanding of the basic principles of accounting and the accounting cycle. This would be achieved through the sessions that would take place every week. The aim of this activity is to improve the student's knowledge and also to develop the practical skills that are necessary for their future. It is expected that from what students obtain in this training, they learn how businesses like services or trading companies manage their financial transactions, such as recording customer payments or handling inventory adjustments. These practical skills prepared them to analyze and prepare financial reports, connecting the gap between theory and industry practices.

Introduction of the importance of accounting principles at SMA Tarsisius 1 Jakarta is a big step towards giving students the talents that will be valuable in their future. This is a step that will be very beneficial to the students. Students who receive training from the UNTAR community service team are expected to be able to overcome their shortcomings and achieve better performance in accounting. By taking these programs, SMA Tarsisius 1 Jakarta will be able to continue to develop innovative teaching in accounting and improve the quality of the subject. This accounting training not only teaches students to record a transaction but also helps students understand how various stakeholders, such as management and investors, use financial information in making decisions. As a result, student's understanding of basic accounting principles can be increasingly strengthened from this training. Not only the students can

achieve the ability to record nominal transactions, but they also gain awareness of the financial impact of these numbers.

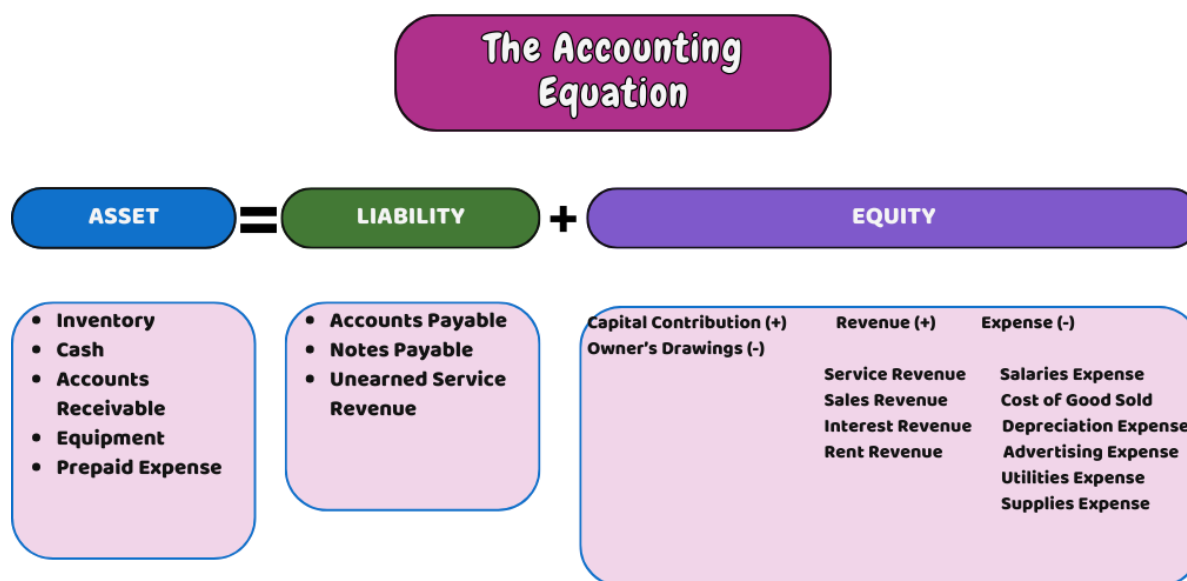


Fig. 2. Accounting equations

Students need to have a thorough understanding of the concept of accounting equations, as illustrated in Figure 2. It is important for students to realize that every financial transaction will impact this fundamental equation. This is to ensure that students have a solid understanding of the concept of the accounting equation. Any changes to the assets, liabilities, or equity of the equation must be made to maintain the balanced state of the equation throughout the process. While attending this program, students will not only learn how to record transactions but also gain knowledge about the impact of these transactions on the company's overall financial condition. Additionally, the fundamental accounting equation serves as the foundation for all accounting principles they will develop throughout their school years.

The application of PSAK 201 in the financial reporting process at SMA Tarsisius 1 will include a focus on the accounting equation (Assets = Liabilities + Equity) as the basis for preparing the financial reports. PSAK 201 emphasizes the key financial elements to ensure that there is clarity and relevance in the financial reports. This standard requires the user to classify and present financial information that will reflect their impact on the accounting equation, this principle is important for students at SMA Tarsisius 1 to understand financial stability and performance better (Ikatan Akuntan Indonesia, 2024).

When the students of SMA Tarsisius 1 Jakarta receive this training program, it is expected that they will get the utmost benefit from this activity. Students are expected to improve their academic performance, especially in accounting, and be able to prepare themselves better to either continue their education or enter the workplace. This is because students who acquire this understanding will be better prepared for either of these options. Additionally, it is expected that the training will also improve the relationship that is currently present between the school and higher education institutions such as UNTAR. This is something that is expected to follow.

With all of these efforts, the SMA Tarsisius 1 Jakarta expects that accounting education will become one of the key foundations in the development of its students' character and competencies. Not only does education involve the sharing of information, but it also involves the formation of individuals who are prepared to make contributions to society and the labor force that are potentially beneficial and significant. The school is committed to creating a learning environment that is conducive to developing the best potential of each student. This is achieved through the implementation of the basic accounting and the accounting cycle training brought by UNTAR community service team.

Methods

The community service activity which was carried out at SMA Tarsisius 1 Jakarta by the UNTAR community service team, utilized a cooperative learning method known as Team Assisted Individualisation (TAI). This methodology was used to facilitate the learning process. According to Supriyadi (2020), Team Assisted Individualisation is a learning technique that emphasizes the participation of all group members to achieve the desired learning outcomes. Each student is responsible for supporting their friends in understanding the material, while receiving individual attention from the instructor.

TAI is a method that is distinguished by the use of varied small groups that collaborate with each other to provide support among themselves regarding understanding mathematical concepts. This strategy was explained by Putri (2017), as this approach assists students become better at finding solutions to problems, but also contributes to the development of a supportive learning environment, which in turn allows students to effectively develop their

communication and teamwork skills (Putri, 2017). Through this method, each student contributes to the learning environment and learns from one another, creating a dynamic environment. Student's understanding of the accounting cycle and basic accounting principles is intended to be enhanced through the use of a method that involves active and interactive interaction.

This training program was supported by TAI with expectations to maximize engagement and practical understanding. Each session began with a 15-minute theoretical explanation of fundamental concepts of accounting for each learning topic that would be delivered by the lecturer. This was to be done simultaneously. The explanation was written with the intention of providing students with a specific framework that would assist them in comprehending the material that they will be learning throughout the course. As a means of ensuring that students have a firm comprehension of the core ideas, the instructor selected a method that is both participatory and interesting in order to accomplish this goal.

Immediately following the presentation of the theoretical explanation, the lecturer's assistants helped the lecturer by giving practice problems to students and participating in conversations with them about the difficulties they were facing. There were interactive group discussions with each group consisting of two students, where the students analyzed the financial problem scenarios, such as recording transactions for a salon store. Each group focused on the tasks they were assigned, such as Group 1 focusing on journaling transactions for purchasing, Group 2 focusing on purchase return transactions, and another group also focusing on the tasks given to each group. Each group was expected to present their answer, also encouraging active participation and peer learning. The lecturer's assistants were there to support these activities, ensuring that each group got attention to address the difficulties.

The group that was able to submit answers that were true to the questions would then be brought forward to the front of the classroom so that their results could be written on the board. Students were provided with the opportunity to learn not only on their own but also in groups through the implementation of this strategy. This allows them to build their capacity for critical thinking as well as their ability to collaborate with others. Due to the limited amount of time available, the training material covered a variety of topics, including the following: an introduction to accounting, the history of accounting, accounting professions, the basic accounting equation,

the accounting cycle, journalizing, ledger maintenance, and the preparation of trial balances for service and trading companies.

Following the conclusion of each training session, an assessment was carried out in order to ascertain the extent to which the students comprehended the information that was provided to them. This assessment was taken in the form of a quiz consisting of five to ten questions. The purpose of this assessment was to find out whether the students understood the topics that had been given to them. The results from these assessments were used to refine the next sessions, focusing on the areas where the students struggled to comprehend. Most results shown through the quiz were students struggled to understand topics related to balancing accounts and classifying accounts accurately.

To address common challenges identified in the quizzes, usually, the lecturer's assistants conducted focused mini-lessons such as re-explaining transaction and accounts classification or ledger adjustments using relatable business scenarios. Another method that was utilized to enhance the student's understanding was peer tutoring sessions paired the higher performing student with a student that needed extra support. This method was implemented to improve collaborative learning and mutual problem-solving. This ensures that students not only address their shortcomings but also gain confidence and competence in applying accounting principles effectively.

Also, at the end of each learning session, there were awards given to students who demonstrated significant improvement in their results. This award was made to encourage students to continue their studies and improve their overall performance. This program undoubtedly benefited the students of SMA Tarsisius 1 Jakarta, because not only did this program teach students theoretical but also it provided them with an entertaining and rewarding educational experience. Through this cooperative learning approach, it is expected that students will gain a deeper understanding of accounting principles and will be able to apply these principles in their daily affairs.

Results and Discussions

The UNTAR community service team worked at SMA Tarsisius 1 Jakarta from the beginning

of August 7, 2024, to the end of September 18, 2024. During this time, the UNTAR community service team was responsible for introducing and applying the principles of accounting as well as the accounting cycle. Every Wednesday, between the hours of 14:30 and 16:00, this objective was carried out. In relation to this particular activity, there were a total of six sessions, and the details that were presented are as follows:

1. The first session was referred to as the introduction to accounting session, and its objective was to provide students with a reference framework for the essential concepts that they would be learning throughout the course of the other sessions. Because of this, they would be able to have a better knowledge of the path that the training takes. An introduction to accounting would then be followed by a presentation that would examine the history of accounting as well as the significance of accounting in the workplace. This presentation took place after the session had concluded.
2. The topic of the accounting equation and the accounting cycle as the second session was dedicated to the discussion of the accounting cycle as well as the fundamental accounting equation. Before students go on to the stage when they are responsible for finding solutions to problems, the objective of this session was to provide them with a strong foundation of knowledge. The material that was then to be discussed includes a detailed explanation of the importance of basic concepts in preparing and checking the balance between debits and credits in the trial balance. With a deep understanding of the theory, it is expected for the students to be able to recognize and correct errors in the trial balance, as well as the understanding of procedures that are necessary to keep balance in the correct position.
3. The third session continued with the topic of the journaling system for service companies, by explaining to the students the types of transactions that commonly occur in service companies and how to record them in the journal.
4. In the fourth session, the students were introduced to the journaling system for trading companies, where the students would learn about the differences in the transactions between service and trading companies. In this session, students showed great interest in this topic by participating more actively such as asking questions and discussing the application of the concepts they had learned.
5. In the fifth session, the topic of discussion was how to record transactions into the ledger for service and trading companies and also the importance of the ledger for preparing financial reports. As stated, the purpose of this session is to discuss the process of recording transactions in the ledger for businesses that provide both goods and services.

6. After understanding the steps to record general, in the final session, students learned to prepare a balance sheet for a service and trading company. They learned about trial balances and also they learned the importance of the processes that are involved in the preparation of trial balances, as well as the relevance of ensuring that there is a balance between debits and credits.

To help meet the needs in completing this program, SMA Tarsisius 1 Jakarta plays an important role in the success of the accounting training program by selecting the participating students and providing essential classroom facilities. SMA Tarsisius 1 ensured the availability of teaching equipment, such as projectors, whiteboards, and other necessary equipment for teaching. In addition, a teacher from SMA Tarsisius 1 served as a supervising teacher for this extracurricular program, assisting with student involvement and engagement, and also helping to manage the class.

Students from SMA Tarsisius 1 Jakarta took part in this community service activity, which not only supplied them with theoretical information but also gave them an experience that was both entertaining and educational, which were both beneficial to their education. A learning environment that fostered active student participation in the process of developing a profound grasp of accounting principles and applying those concepts to real-world business scenarios was successfully created through the application of the cooperative learning approach, which was successful in generating such an environment. The photo documentation that is relevant to the implementation of the community service can be viewed in Figure 3.



Fig. 3. Community service photo documentation

At the end of each training session that took place at SMA Tarsisius 1 Jakarta, there was a quiz that was designed expressly to test the amount of comprehension that the students had regarding the material that was provided. It is expected that by using this quiz, the community service team would be able to gain a clear picture of how well the students were able to learn and apply the accounting principles that were discussed in the sessions that came beforehand. It is anticipated that the students that would demonstrate their comprehension in a complete manner by going through a variety of question styles.

These question formats may include fill-in-the-blank questions as well as multiple choice questions. Not only does this quiz session serve as a tool for evaluation, but it also provides students with the opportunity to reflect on what they have learned and identify areas in which they could improve. This is the aim of the quiz session. Besides supporting students in preparing for more challenging material in the future, the results of this quiz give the community service team valuable input that can be utilized to change the teaching tactics that would be employed in subsequent sessions, in addition to assisting students in getting ready for more difficult subjects in the future. Thus, the quiz session becomes an essential component of the learning process, which contributes to the enhancement of the quality of accounting education that is provided in the school. Consequently, the school is able to deliver improved accounting education.

	Total Level of Student Understanding				
	1	2	3	4	5
1 How well do you understand the basic concepts of accounting and their importance in daily life applications?			2 student	8 student	1 student
2 How well do you understand the basic accounting equation and the accounting cycle?			3 student	7 student	1 student
3 How well do you understand journaling transactions for service companies?			5 student	5 student	1 student
4 How well do you understand journaling transactions for trading companies?			4 student	5 student	2 student
5 How well do you understand the ledger system for service and trading companies?			4 student	5 student	2 student
6 How well do you understand the preparation of trial balances for service and trading companies?			3 student	6 student	2 student
7 How well do you understand adjusting journal entries for service and trading companies?			8 student	2 student	1 student
8 How well do you understand preparing income statements and closing journal entries for service and trading companies?			8 student	2 student	1 student
9 How well do you understand preparing statements of changes in equity for service and trading companies?			7 student	3 student	1 student
10 How well do you understand preparing statements of financial position for service and trading companies?			6 student	3 student	2 student
1 How well did the teaching assistant explain the material?				3 student	8 student
2 Was the teaching assistant able to answer your questions clearly and satisfactorily?			1 student	4 student	6 student
3 How was the teaching assistant's attitude during interactions with students during the lesson?				2 student	9 student
4 Did the teaching assistant provide enough time for discussion or questions?			1 student	4 student	6 student
5 How much did the teaching assistant help you understand the accounting material?				6 student	7 student
6 How helpful were the teaching methods used during the lesson?			1 student	6 student	4 student
7 Has your participation in this extracurricular activity increased your interest in accounting?			2 student	4 student	5 student

Fig. 4. Evaluation questionnaire for accounting extracurricular activities

Following the conclusion of the sixth session, a questionnaire was distributed to each and every individual who had participated in the training. A questionnaire was created with the intention of evaluating the instructors who were responsible for this training and ensuring that the students had a complete comprehension of the subject that was presented to them. The results

of the questionnaire, which are graphically represented in Figure 4, indicate that most students demonstrated a level of knowledge that ranged from good to exceptional regarding the material that was provided to them. The purpose of this survey was to assess student's understanding of the accounting topics and their feedback on teaching assistants' performance. From the scale options, which ranged from 3-5 on virtually all aspects, it was clear that this was the case. There were a few students who were able to achieve scale 5, but mostly students' grasp of essential accounting concepts, the fundamental accounting equation, and the accounting cycle fell somewhere between the third and fourth scales. In addition, students displayed a strong understanding of journal entries, ledgers, and the process of creating trial balances, which is a sign that the information was conveyed to them in an effective manner. However, there are several students who struggled with trial balances for trading companies, indicating there's a potential gap in comprehension.

Additionally, positive feedback was obtained regarding the performance of the instructors. Most of the students expressed satisfaction with the instructional tactics which shown in their survey ranged from 3-5, for the ability to react to questions and the amount of time that was allowed for discussion. Notably from the survey results, there are 9 students rated the lecturer's assistants highly for answering questions satisfactorily during the session, and also 8 students rated highly for the teaching methods were very helpful. Taking everything into consideration, the accounting learning activities were carried on without a hitch, which facilitated the students in developing a solid and effective comprehension of the material. Overall, the results highlight a good teaching experience with specific areas of improvement in increasing participation and resolving weak areas of understanding.

More recent studies have demonstrated that students who participate in cooperative learning are more likely to have a higher degree of comprehension than those who do not. Cooperative learning practices enhance peer collaboration, which in turn facilitates deeper learning and comprehension across a number of subject areas (Slavin, 2014). Also, the practices inspire students to work together. On the other hand, this ultimately results in increased academic achievement. The students were instructed in small groups using the TAI approach. The objective of this method is for the students to assist each other while gaining a better understanding of more advanced accounting topics. The practices of the accounting equation

and logging transactions while implementing TAI will be beneficial to those with teams of students who are having some trouble.

The cooperative methods were applied to increase student's understanding of accounting. The individual quizzes were taken at the end of each session to ensure their understanding of accounting concepts by participating in group talks that reinforced their learning. Students gained confidence in their ability to understand accounting concepts as a result of individual evaluations, which provided insight for the community service team into how well each student grasped the learning material. As for this, not only does the strategy help students learn it but also gives them the opportunity to apply it in actual situations, resulting in an overall improvement in the quality of accounting education in schools.

Conclusion

The training sessions at SMA Tarsisius 1 Jakarta were proven to enhance the student's understanding of basic accounting and the accounting cycle. From the cooperative learnings that have been applied, not only the students can get theoretical knowledge but also real practices that can enhance their understanding. Each training session was made to provide a deep understanding of various aspects of accounting. There was also a quiz in every session that gave useful feedback to evaluate each student's level of understanding, as well as assist them in identifying the areas that need to be improved. Results of this training indicate that students already show significant improvement in understanding accounting, which is an important aspect for them to continue their studies in the future.

Particularly, the students showed greater competence in journaling transactions, posting to ledgers, prepare a trial balance better than in the early sessions. At the end of the program, there was a lot of students demonstrated a significant increase in their ability to identify accounts and correct errors in financial transactions. The students now can apply the basic accounting equations to real-world cases and already have a better understanding of basic accounting.

When looking to the future, it is anticipated that activities that are comparable to those that have been done in the past will continue to be conducted in the future using the cooperative learning method, with an emphasis on interaction and active student engagement. However, to

make the quizzes more challenging and engaging for the students, it is recommended that the variety of quiz kinds be increased across the board.

The future program could also use accounting software simulations, which the UNTAR community service team cannot yet implement. This would definitely help students gain familiarity with software that is commonly used in the industry. It is also possible that the use of real-life case studies in practice sessions could serve as an alternative strategy to boost students' grasp of the ways in which accounting principles are utilized in real-world circumstances. Because of this, it is expected that this program will continue to contribute to the improvement quality of accounting education at SMA Tarsisius 1 Jakarta as well as at other educational institutions elsewhere.

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