



Improving Financial Literacy Among Students Of Lingga Kencana Vocational School Through Basic Accounting Training

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Article Info	ABSTRACT
<p>Corresponding Author: Ardi Bachtiar E-mail: dosen02475@unpam.ac.id</p>	<p>Applying financial literacy is crucial, particularly in the context of the Industrial Revolution 4.0 and Society 5.0. The subject of financial literacy has gained significant traction in scientific circles across several nations, including Indonesia. All people should be able to understand it, as it is one of the fundamental elements of literacy, along with science, digital, literacy, numeracy, and citizenship and culture. In the digital age, financial literacy education is one of the fundamental literacy skills needed to face global life and compete with other nations in fostering wealth (Laila et al., 2019). Both formal education from primary, secondary, and university levels as well as informal education received in the home are crucial in the development of financial literacy (Widayati, 2012). Strong financial knowledge is a prerequisite for sound financial management. According to Said and Amiruddin (2017) and Purniawati and Lutfi (2019), financial literacy affects both family financial management and good financial behaviour. This presentation has shown how important it is to conduct outreach to raise financial literacy, particularly among students at Lingga Kencana Vocational School. Therefore, Pamulang University teachers felt compelled to engage in Community Service (PKM) activities. One of the items they gave to the students they visited focused on enhancing financial literacy by offering fundamental accounting guidance. is to instill in children a sense of the value of financial literacy as a means of preparing them all for the future.</p> <p>Keywords: Financial Literacy, Basic Accounting Training, Financial Management</p>

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INTRODUCTION

In the digital age, financial literacy education is one of the fundamental literacy skills needed to face global life and compete with other nations in fostering wealth (Laila et al., 2019). According to Sulaeman Rahman Nidar & Sandi Bestari's (2012) research, it is challenging for someone to invest or gain access to the financial market if they lack financial literacy. According to Laila et al. (2019), the government is acting swiftly to implement a number of financial literacy initiatives. Financial literacy's primary goal is to educate Indonesians about the financial sector so they can manage their money wisely. This will help people overcome their lack of knowledge about the financial sector and avoid being duped by investment products that promise big short-term returns without taking risks into account (Yushita, 2017)

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One of the educational facilities at the vocational school level in Rangkapanjaya Baru, Kec. Pancoran Mas, Depok City, West Java, is Lingga Kencana Vocational School. The Ministry of Education and Culture provides oversight over Lingga Kencana Depok Vocational School's operations. Electricity is provided by Lingga Kencana Vocational School to support instructional activities. PLN is the source of power utilised by Lingga Kencana Vocational School. Internet connectivity is available at Lingga Kencana Vocational School, and it may be utilised to facilitate teaching and learning activities. Telkomsel Flash is the supplier that Lingga Kencana Vocational School uses for their internet service. Certificate 053/BAN-SM/SK/2019 attests to the A accreditation of Lingga Kencana Vocational School. Both formal education from primary, secondary, and university levels as well as informal education received in the home are crucial in the development of financial literacy (Widayati, 2012). According to Said and Amiruddin (2017) and Purniawati and Lutfi (2019), financial literacy affects both family financial management and good financial behaviour. This presentation has shown how important it is to conduct outreach to raise financial literacy, particularly among students at Lingga Kencana Vocational School. Therefore, Pamulang University teachers felt compelled to engage in Community Service (PKM) activities. One of the items they gave to the students they visited focused on enhancing financial literacy by offering fundamental accounting guidance. is to instill in children a sense of the value of financial literacy as a means of preparing them all for the future.

Growing one's financial literacy shows that one is capable of practicing financial discipline. Knowing financial governance fosters compassionate qualities, which, if they continuously raise standards of living and ensure the prospects of the next generation, may be transformed into good attributes. As time goes on, banks employ a variety of techniques and tactics to draw in the younger population and foster spending habits that are independent of lifestyle choices and mindful of expenditure.

The science of basic accounting will come in extremely handy in daily life. Not just for figuring out business money, but also for handling personal budgets and personal financial management. Data about financial transactions are recorded, categorised, processed, and presented as part of the accounting process. This exercise was done to help students at Lingga Kencana Vocational School better understand their financial situation. It may also serve as a guide for decision-making when it comes to money management.

The goal of the accounting learning process is to provide students with the skills necessary to apply accounting processes in a way that aligns with scientific principles. In order to make judgements that will ensure an entity's existence, students must also comprehend the significance of accounting as a business language and generate accounting reports in accordance with predefined competency criteria. In order to ensure that learning activities are completed successfully and efficiently, learning strategies support are implemented during the accounting learning process (Dwiharja, 2015).

Basic accounting instruction was given to pupils at Lingga Kencana Vocational School in order to increase their financial literacy. It is intended that by putting this exercise into practice, students will be able to get a sense of both the intellectual and physical aspects of the educational environment. In addition, pupils are prepared with a knowledge of the value of reading. The capacity to access, comprehend, and apply tools or objects appropriately and efficiently is known as literacy. These skills are crucial to the student's

goal because they contribute to the development of intelligent human character—that is, people who can successfully grow as individuals by using reason and logical skills.

Students at Lingga Kencana Vocational School should be familiar with basic accounting material in the form of an introduction to basic accounting, which includes an introduction to accounts and their debit-credit classification, classification of account code systems, and journal recording, as a means of preparing for their college accounting major entry (Tutuko & Latif, 2022). Students at Lingga Kencana Vocational School will find it simpler to participate in the learning process if they have a firm grasp of the fundamentals of accounting, since they won't need to start from zero. For pupils at Lingga Kencana Vocational School, knowing their income and spending is an advantage of accounting in daily life. and are able to manage, oversee, and arrange their financial affairs. Students at Lingga Kencana Vocational School would be able to better manage their funds if this accounting exercise is implemented on a daily basis.

The growth of accounting in the business and educational domains is balanced by the emergence of other accounting specialties, including public sector accounting, tax accounting, cost accounting, management accounting, auditing, accounting information systems, behavioural accounting, and the most recent developments, particularly in Indonesia, regarding the idea of sharia accounting (Rombe, 2016). There is a natural correlation between the diversity of accounting areas and the range of accounting professions; managerial accounting practices are one such example. *Abidumasy Volume 01, No. 01. March 2020 | 54* is a result of both management requirements and external stakeholders' needs (Nahartyo and Utami, 2015). Every student has the choice to select to enter the field of work in which they are interested due to the multiplicity of professions in the workforce. Accounting majors ought to have a variety of employment possibilities after graduation that they may explore before deciding on their desired field of study. The first actionable step that. One option is to start working as soon as one graduates from a vocational school. The ability to pursue undergraduate studies and earn a bachelor's degree in accounting, economics, or another subject is the second important factor. As graduation draws near, many are still quite unsure about what lies beyond. Making a decision to move requires a strong sense of conviction and perseverance. in order for them to decide on their future path after graduation.

With this context in mind, the three lecturers and five students that make up the Community Service Programme Team (PKM) at Pamulang University (UNPAM) were asked to contribute to the problem-solving process by performing community service under the heading of "Increasing Financial Literacy among Students- Lingga Kencana Vocational School Students Through Basic Accounting Training."

METHODS

We visited the Lingga Kencana Depok Vocational School, which offers financial literacy training by giving students a basic understanding of accounting, and is located at Jl. Raya Sawangan NO. 47, Rangkapan Jaya Baru, Kec. Pancoran Mas, Depok City Prov. West Java. The activity method used was a survey.

Research by Sirine and Utami (2016), which indicates that training may be utilised as a tool to develop knowledge about financial literacy, attitudes, and behaviour, supports this approach. Then, basic accounting instruction might be provided by bringing academics from

Pamulang University to speak with parents and children about financial issues, as these issues would undoubtedly affect the children's future. The following are the primary duties of financial management:

1. Planning, including cash flow and loss or profit planning, is referred to as financial planning.
2. Budgeting involves planning income, dividing budget expenses effectively, and making the most of already available finances.
3. Financial control, or controlling the company's finances and financial system through assessment and enhancement.
4. Internal auditing, also known as financial examination, involves examining the company's current financial records to ensure that there are no anomalies and that they adhere to accounting standards.
5. Reporting, also known as financial reporting, which includes financial report ratio analysis and information reports about the state of the company's finances.

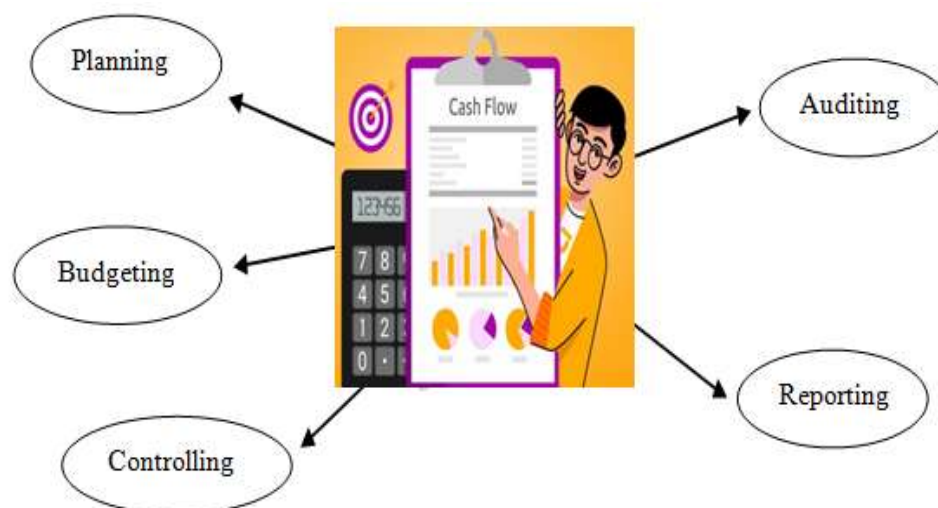


Figure 1. Main Functions of Financial Management (Nunito 8pt)

RESULTS AND DISCUSSION

All Lingga Kencana Depok Vocational School students are anticipated to be able to implement enhanced financial literacy through fundamental accounting principles in their individual homes following the completion of this outreach programme. It is intended that by having students at Lingga Kencana Depok Vocational School grasp the fundamentals of accounting, they would be able to handle financial difficulties down the road. Training exercises will be the approach taken in this community service project. Growing one's financial literacy shows that one is capable of practicing financial discipline. Knowing financial governance fosters compassionate qualities, which, if they continuously raise standards of living and ensure the prospects of the next generation, may be transformed into good attributes.

Activities for planning the distribution of revenue (pocket money) earned for its intended uses are part of basic accounting instruction. In particular for students at Lingga Kencana Vocational School in Depok, increasing financial literacy is an activity to effectively organise or manage funds, while control is an activity to assess if financial management is

in line with what was planned or budgeted (Nujmatil Laily, 2014). The following implementation event details are realized in the execution of this community service project in the Table 1.

Table 1. The Event of Activity Implementation

Time	Description Of Activities	Information
13.00 - 13.30	Registration	Committee
13.30 – 13.40	Event Opening	Mc : Indri Kharisma, S.E.,M.M.
13.40 – 14.00	Chanting prayers	Ananda Hadistia, S.E.,M.M.
14.00 – 14.30	Greeting	Sarojih, S. Sos. I
14.30 – 15.00	Message from the Chief Executive	Ardi Bachtiar, SE.,MM.
15.00 – 16.00	Event Introduction	Ananda Hadistia, S.E.,M.M.
16.00 – 16.30	Break	All Participants
16.30 – 17.00	Closing	Committee

Time	Description Of Activities	Information
13.00 – 13.15	Opening	Mc : Indri Kharisma, S.E.,M.M.
13.15 – 13.45	Message from the Chief Executive	Ardi Bachtiar, SE.,MM.
13.45 – 14.30	Session II : Financial Literacy	Ananda Hadistia, S.E.,M.M.
14.30 – 15.00	Session II : Basic Accounting	Ardi Bachtiar, SE.,MM.
15.00 – 15.20	Question and Answer Session	College Student
15.20 – 15.30	Break	All Participants
15.30 – 15.40	Participants' Impressions and Messages	Sarojih, S. Sos. I
15.40 – 15.50	Handing over gifts	Committee
15.50 – 16.00	Submission of Charter	Committee
16.00 – 16.30	Group photo	Committee and All Participants
16.30 – 16.40	Closing pray	Ardi Bachtiar, SE.,MM.

*) November 4, 2023 - November 5, 2023

CONCLUSION

The Deputy Principal of the Lingga Kencana Vocational School, Depok, situated at Jl. Raya Sawangan NO. 47, Rangkapan Jaya Baru, Kec. Pancoran Mas, Depok City Prov., West Java, gave a warm welcome to the management study programme lecturers who were conducting the community service activities. The programme went smoothly. With this service project, we seek to improve knowledge and comprehension of management science, particularly in the financial industry. Our content pertains to financial management counselling, specifically financial literacy. It serves as study material and input for students at Lingga Kencana Depok Vocational School, enabling them to use it in real-world situations and foresee future financial difficulties. Since there may have been several errors in the creation of this activity report, we welcome recommendations and critiques in an effort to make future community service projects even better. With any luck, the community surrounding Pamulang University will gain from this community service project. We express our gratitude to everyone who took part in and helped with this project.

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