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Developing the Competence of Accounting MGMP Teachers in Mojokerto Regency through Accurate Software Training to Meet the Needs of Industry and Business

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Abstract

Purpose: This program aims to improve the digital accounting competence of Accounting MGMP teachers in Mojokerto Regency through training in Accurate software, aligned with industry needs.

Method: The program was implemented for all members of the Mojokerto Regency Accounting MGMP, totaling 15 teachers. Activities were conducted in four stages: preparation, training, implementation with CADE certification, and monitoring-evaluation using competency indicators.

Practical Applications: Teachers gained hands-on experience integrating Accurate into lessons, supported by mentoring from practitioners to ensure alignment with DUDI standards. The training was conducted in a hybrid manner (offline at SMKN 1 Sooko and online via Zoom).

Conclusion: The program successfully enhanced teachers' skills in using digital accounting tools, improved teaching quality, and increased student readiness for the digital workforce. Results showed that 15 of 15 teachers (100%) passed the CADE certification, and 83% of students successfully completed the digital accounting assignments without significant errors. However, the study's scope was limited to a single district, and the use of paid software poses potential sustainability challenges. Implications of this study emphasize the need for replication strategies and educational licensing negotiations to expand the training's benefits sustainably.

Introduction

Vocational education plays a strategic role in producing competent graduates who are ready to enter the workforce, given that vocational education at the SMK/MAK level and vocational education at the higher education level fundamentally focus on equipping graduates with job skills (Wardina et al., 2019). Many vocational school graduates remain unemployed because they are not fully prepared for work, either due to lower competencies or skills that do not match the demands of the business/industrial world, or due to limited job opportunities, which leads to fierce competition among graduates (Fadhillatuzzahro et al., 2024; Mukhlason et al., 2020). Therefore, to educate pupils for the workforce, teachers must continually refresh their knowledge, particularly by mastering relevant computer skills, so they can equip students with competencies aligned with current industrial needs (Anggraeni et al., 2022; Izzalqurny et al., 2025). Rapid technological advancements and the demands of the business and industrial sectors are driving educational institutions to adapt their curriculum and enhance teachers' competencies, particularly those involved in the Accounting Teachers' Working Group (MGMP Akuntansi), to equip students with relevant skills (Khairani et al., 2021).

Through the use of technology such as Accurate Software in learning, students can practice applying digital technology to manage accounting data efficiently, create financial reports, and understand digital-based accounting processes (Saputra et al., 2023). Accurate Online is one of the accounting software or information systems that simplifies business bookkeeping processes in a practical and efficient manner, replacing more complex manual methods (Susanti et al., 2024). When compared to MYOB, Accurate is considered more effective for students in learning basic accounting concepts, as it offers a simpler interface and well-organized features to support basic learning (Febriana, 2025). Accurate as an information system provides comprehensive features designed to meet the needs of various business fields, from service aspects, information provision, to operational performance (Pangestu et al., 2023). This approach enhances learning effectiveness and equips students with skills relevant to the modern accounting industry, while integrating digital technology to bridge classroom learning with workplace needs (Eldon et al., 2024; Sirodjudin, 2023).

Observations conducted with the head of the Mojokerto Regency Accounting MGMP showed that 70% of teachers still have limited understanding of digital accounting technology. The resulting competency gap needs to be addressed immediately in order to support a learning process that is in line with technological developments (Choez et al., 2024). In an effort to improve the quality of learning and meet the needs of the industry in the field of accounting information systems, it is necessary to improve the competence of vocational school students majoring in accounting, especially since many students have not yet mastered the relevant technological skills in the field of accounting, including the effective use of digital accounting software (Mentari et al., 2024; Wulandari & Fitrianingsih, 2024). Additionally, there are external factors such as schools rarely conducting professional development training for teachers, while training programs organized by offices or the Ministry of Education and Culture have limitations on the number of participants (Miftakh et al., 2025). The lack of training programs aligned with the needs of the accounting industry hinders the development of students' skills, thereby limiting opportunities to enhance professional competencies and future well-being (Zaifuddin, 2022). Based on the research findings of Apriliyanti (2020) and Mislia et al. (2021), it was revealed that certification-based training can improve teachers' practical skills by up to 80%.

The accounting learning innovation program through understanding Accurate software for MGMP Accounting Teachers in Mojokerto Regency for DUDI needs is designed to overcome various existing problems. The competence of MGMP Accounting teachers in Mojokerto Regency in understanding and teaching Accurate software still faces various challenges, which show that the lack of intensive training and infrastructure support are the main obstacles. To address these limitations, an accounting learning program focused on

intensive, practice-based training has been implemented. The training activities are designed to include simulations of accounting data management using Accurate software, thereby promoting the integration of this technology into the learning process. This program is expected to bridge the gap between education and industry needs while enhancing students' readiness for the workforce. Improvements in teachers' digital competencies are projected to enhance the quality of practice-based learning, which in turn will increase graduates' chances of finding employment in the accounting sector.

Figure 1. Coordination between the UM Community Service Team and Representatives of the Mojokerto Regency Accounting Teacher Working Group (MGMP)

Source: Private Documentation, 2025.

Method

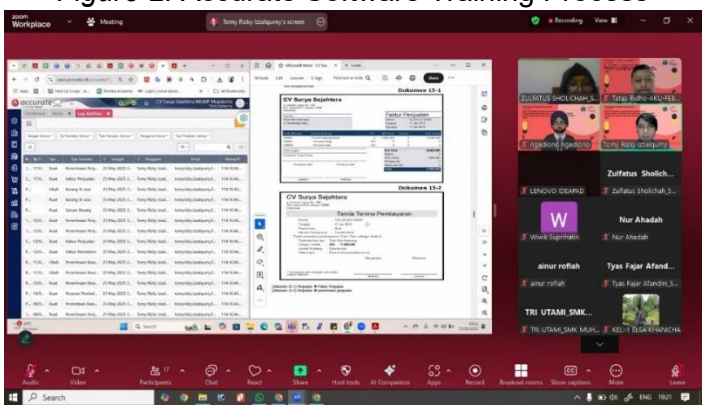
The program to improve the understanding of Accurate software for Accounting MGMP teachers in Mojokerto was implemented in four stages. The study involved 15 teachers, all members of the Mojokerto Regency Accounting MGMP. Census sampling was used, meaning all members of the population were included in the study without applying specific selection criteria. The training was conducted in a hybrid format, with offline sessions at SMKN 1 Sooko and online sessions via Zoom Meeting. The program began in May 2025 and lasted for a total of five weeks. These stages were structured to ensure the program ran smoothly and met its objectives.

Figure 1. Stages of The Activity

Source: Author's Work, 2025.

1. Preparation
   This stage serves as the primary foundation for implementing the MGMP teacher skills improvement program. This stage begins with a field survey to assess training needs, teacher competencies, and obstacles in integrating Accurate software into accounting lessons. The field survey consisted of interviews, questionnaires, and focus group discussions (FGDs) with members of the Mojokerto Regency MGMP. The purpose of this field survey was to serve as a reference for designing the training module. The training module covered topics such as a basic understanding of Accurate software, its use, and the integration of features into accounting lessons.
2. Socialization and Training
   This second stage included socialization of the importance of improving the skills of MGMP Accounting teachers regarding Accurate software. The training was conducted in five two-hour sessions, combining theoretical material and hands-on practice using participants' laptops. The training instructors were CADE-certified accounting lecturers with experience in digital accounting. Through this training, MGMP Accounting teachers learned and practiced using Accurate software. After completing the training, MGMP Accounting teachers in Mojokerto Regency were eligible to take the CADE (Certified Accurate Data Entry) certification competency test.
3. Implementation
   The implementation phase involves applying the skills acquired during the training to the accounting learning process at school. Certified teachers are mentored in integrating Accurate software through a project-based approach. This mentoring is provided by mentors who are experts in using Accurate. This is to ensure that the application of these skills aligns with the needs of the Business and Industry world (DUDI).
4. Monitoring and Evaluation
   In this final phase, monitoring and evaluation are conducted to measure the success of the program, which is characterized by improvements in teacher competency and the quality of student learning activities. Mentoring was conducted once a week during the implementation period through online meetings (Zoom Meetings), communication via WhatsApp Group, and one face-to-face session. Evaluation included: (a) the CADE certification exam for teachers, (b) student assignment assessment, and (c) instructor observation of learning implementation. Success indicators were operationalized as: the percentage of teachers who passed the CADE certification, the percentage of students who were able to complete assignments correctly, and the learning implementation assessment score on a scale of 1–5. Several indicators in this monitoring and evaluation phase include the number of teachers certified, the extent to which Accurate software is implemented in teaching, and improvements in student learning outcomes in both technical and practical aspects.

Figure 2. Accurate Software Training Process



Source: Private Documentation, 2025.

Result

1. Preparation
   The initial stage of implementing the teacher competency improvement program for the Accounting MGMP in Mojokerto Regency began with a field survey as the basis for designing training activities. This survey aimed to identify training needs, teacher competency levels, and obstacles in integrating Accurate software into the learning process. The methods used include interviews, questionnaire completion, and focused group discussions (FGD) with MGMP members. The survey results serve as a reference for developing training modules covering basic understanding, usage, and integration of Accurate features into accounting education. Furthermore, the community service team from Malang State University, along with representatives from the MGMP Accounting of Mojokerto Regency, conducted intensive coordination regarding the scheduling of training activities. Based on discussions with the MGMP Chairperson, it was agreed that the training would not be conducted during periods that could disrupt teachers' routine tasks. As a commitment to the smooth running of the program, the community service team flexibly adjusted the schedule to ensure the training could be conducted without interfering with teachers' daily activities. This adjustment is expected not only to increase teachers' active participation in the activities but also to support the program's success and sustainability optimally.
2. Socialization and Training
   This activity began with an orientation session on the urgency of mastering industry-based software relevant to current workplace needs. Through this orientation, it is hoped that teachers will understand that integrating technology into accounting education is not only to meet curriculum requirements but also to prepare students to face challenges in the industrial world. This was followed by an intensive training program consisting of five sessions designed to provide both theoretical understanding and hands-on practice in using the software. Through this training, teachers had the opportunity to learn and apply the features of Accurate directly. After completing the training series, participants were given the opportunity to take the CADE (Certified Accurate Data Entry) competency certification exam, which serves as an indicator of technical competency in using the Accurate software.

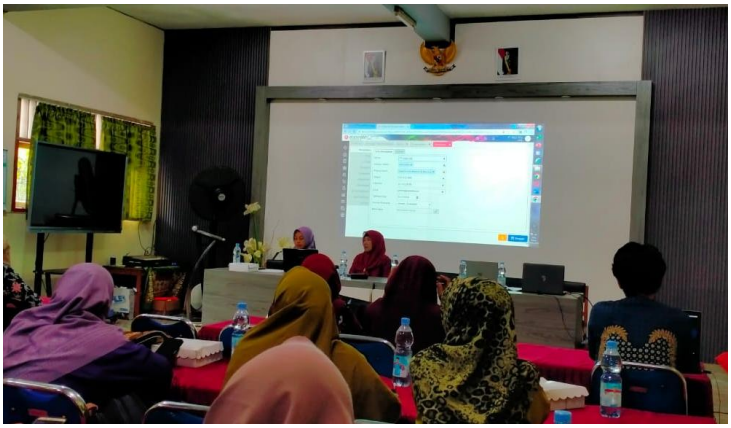
Figure 3. Joint Socialization with MGMP Accounting Mojokerto Regency

Source: Private Documentation, 2025.

The training began on May 14, 2025, at SMKN 01 Sooko, with 15 participants who are teachers from the Accounting MGMP (Subject Matter Expert Group) of Mojokerto Regency. The aim of this activity is to improve teachers' skills in integrating Accurate software into accounting lessons at vocational schools. The training sessions include an introduction to basic features and relevant case studies related to classroom instruction, led by experienced instructors. Additionally, the training is conducted online via the Zoom platform to provide flexibility for participants. The online sessions focus on in-depth case

studies of Accurate software usage in an educational context, aiming to strengthen participants' understanding and support direct application in teaching processes at schools.

Figure 4. Accurate Software Training



Source: Private Documentation, 2025.

3. Implementation

Assistance for MGMP Accounting teachers in Mojokerto Regency in applying the skills acquired during training to accounting learning using Accurate software. This mentoring is provided to teachers who have completed the training and obtained CADE certification, with the aim of ensuring that software proficiency can be effectively integrated into teaching practices. The approach used in the mentoring process is based on project-based learning (PBL), enabling teachers to design practical and relevant learning scenarios aligned with the needs of the Business and Industrial World (DUDI). This program faces challenges in terms of adjusting Accurate features to basic competencies that were previously based on manual methods, differences in perceptions of material sequence, and time constraints in synchronizing teaching schedules between mentors and teachers.

Figure 5. Assistance with Accurate Software Implementation

Source: Private Documentation, 2025.

The mentoring activities were carried out directly by mentors who are practitioners in the field of accounting technology and have expertise in using Accurate. Through this

mentoring, teachers were guided in operating the software in accordance with industry standards, from inputting transaction data to managing financial reports. The presence of mentors played an important role in providing technical guidance and ensuring that each stage of software use ran smoothly. Based on findings from previous research, intensive mentoring has proven to enhance the effectiveness of implementing new skills in an educational setting by up to 85%, making this strategy relevant and effective in supporting the success of training programs. The success of this program is inseparable from the support of formal institutions such as the Mojokerto Regency Accounting MGMP, which facilitated participant coordination and provided full support to teachers. This collaboration created a conducive environment for the implementation of Accurate Software-based learning, thus encouraging a transformation in teaching culture and improving student performance.

4. Monitoring and Evaluation
   The final stage of program implementation focused on the monitoring and evaluation process, which aimed to assess the program's success rate and identify its impact on improving the competence of MGMP Accounting teachers in Mojokerto Regency. Monitoring is conducted systematically using several key indicators, including the number of teachers who successfully obtained CADE certification, the level of implementation of Accurate software in the learning process, and the quality of program implementation from both technical and operational perspectives. This evaluation includes direct observation during the mentoring process, interviews with participants, and an assessment of teachers' ability to operate Accurate software independently.
   Evaluation of student learning outcomes was also conducted through a test on the use of Accurate Software, which teachers administered after undergoing training. The results of this test were reported and presented to the community service team as part of the documentation of student learning achievements. Based on the test results, out of a total of 90 students in the 11th grade Accounting class, 83% of students successfully completed the digital accounting practice tasks, indicating a strong understanding of the Accurate application. The implementation of Accurate in accounting education is increasingly reflected in the lesson plans developed by teachers following the training. These findings provide a strong basis for concluding that the program is progressing in accordance with its established objectives, but broader socio-educational transformations such as policy changes, systemic integration into the curriculum, and the formation of formal practice communities have not yet been fully realized.

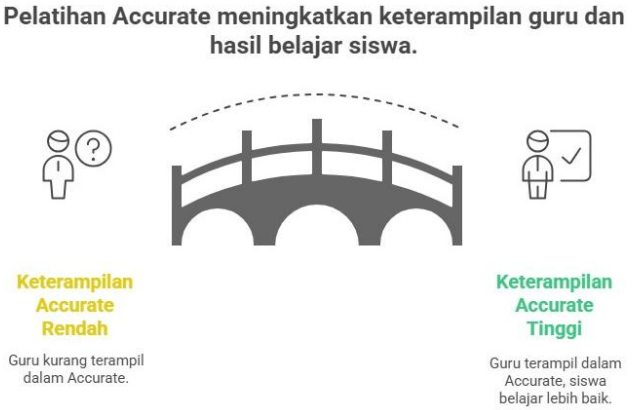
Discussion

The Mojokerto Regency Accounting MGMP teacher skill improvement program was implemented both online and offline. The offline program took place in Mojokerto Regency at SMKN 1 Sooko, while the online program was conducted via Zoom. Fifteen Mojokerto Regency Accounting MGMP teachers participated in this activity. The Accurate software training resulted in improved skills in using Accurate software among Mojokerto Regency Accounting MGMP teachers. This improvement was evidenced by the successful implementation of Accurate software in student learning activities at school.

The results of this study are in line with the findings of Izzalqurny et al. (2025) who found that Accurate software training improved digital literacy and the relevance of accounting learning to industry needs. This activity align with its goal of improving teacher competency through intensive, hands-on training in the use of Accurate software. During the Accurate software training session, the Accounting MGMP teachers actively participated in questions and discussions related to the training material presented by the mentors. The participants also demonstrated a strong and in-depth understanding of Accurate material, enabling them to integrate Accurate software into their Accounting lessons. The integration of Accurate software into Accounting lessons at school also aligns with the needs of the Business and

Industry World (DUDI). These results align with the findings of Miftakh et al. (2025), who demonstrated that certification-based training, through a combination of theoretical and hands-on training, can improve teachers' professional competence. In line with the program which is the same as this program which provides training in the form of Accurate software training. Furthermore, there was an improvement in student learning outcomes, both technically and practically, after integrating Accurate software into Accounting lessons.

Figure 7. Results of implementing Accurate software



Source: Author's Work, 2025.

However, the scope of this study was limited to 15 teachers, all members of the Mojokerto Regency Accounting MGMP. While the use of a saturated sampling technique provided a comprehensive picture of this population, the limited geographic scale limits the generalizability of the findings. The sustainability of the program also requires ongoing support from the Education Office, the availability of certified instructors, and adequate funding. Furthermore, these findings need to be viewed in the context of the digital divide in vocational education. Not all schools have stable internet access or adequate computer equipment for technology-based training, potentially widening the gap between high- and low-resource schools. This aligns with the literature on the digital divide, which highlights the need for affirmative action policies to ensure equal access to training for all teachers.

While this software has high industry relevance, licensing costs can be prohibitive, especially for schools with limited budgets. Therefore, while this training demonstrates positive results and aligns with industry and industry needs, a critical analysis of its limitations, structural challenges, and policy implications is crucial to ensure that technology integration in accounting learning is inclusive, sustainable, and socially just.

Conclusion

The teacher competency improvement program for the Accounting MGMP in Mojokerto Regency through Accurate software training has been implemented systematically and in line with its initial objectives, namely to enhance teachers' digital literacy in accounting in alignment with the needs of the Business and Industrial World (DUDI). The teacher competency enhancement program for the Accounting Teachers' Working Group (MGMP) of Mojokerto Regency through Accurate software training has been implemented systematically through the following stages: preparation, intensive training, CADE competency testing, and implementation support.

The results of monitoring and evaluation show that participants were able to effectively integrate Accurate software into the learning process. However, the limited duration and narrow geographical scope of the program mean that its impact remains individual in nature. To expand the impact, institutionalization is needed in teacher professional development programs, policy support for the integration of digital competencies into the curriculum, partnerships with software providers for educational licenses, and improvements to

infrastructure in schools with limited resources. These efforts are important so that technical success can develop into sustainable and equitable systemic change.

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