

Preparation of Financial Statements for a Trading Company for Students at SMAN 2, Jakarta, Indonesia

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ABSTRACT

Purpose: The limited scope of accounting education, which tends to be theoretical, means that high school students lack sufficient experience in preparing financial statements for merchandising companies. This PKM activity aims to improve students' understanding of basic accounting concepts, the preparation of financial statements for merchandising companies, and financial literacy.

Method: The activity was held at SMAN 2 Jakarta on May 29, 2026, lasted 120 minutes, and involved 28 eleventh-grade students. The methods used included interactive lectures, participatory training, case studies, discussions, mentoring, practice evaluations, and feedback questionnaires.

Results and Discussion: Prior to the intervention, students struggled to understand how to prepare financial statements in a practical context. The training successfully improved students' understanding of basic accounting concepts and the characteristics of trading companies, as well as their ability to prepare simple financial statements. The participants' enthusiasm and active engagement during the activity demonstrated that the training methods were well-suited to the partners' needs.

Implications: This initiative helps improve students' financial literacy and basic accounting skills and has the potential to be further developed through ongoing mentoring programs.

Keywords: accounting; financial literacy; financial statements; trading companies; training.

1. Introduction

Young people, particularly high school students, are expected to develop a solid understanding of financial management and accounting from an early age, given the rapidly evolving world of economics and business. One of the key skills they need to acquire is the ability to prepare financial statements systematically and accurately. Financial statements are a vital tool for presenting information regarding an entity's financial condition, including assets, liabilities, and operating results achieved over a specific period, thereby serving as a basis for economic decision-making (Suprihatin, 2023). Improving financial literacy in education is a critical issue because many high school students still lack an understanding of basic financial recording and reporting concepts. Low financial literacy can result in a lack of ability among the younger generation to manage personal or business finances in the future. Therefore,



accounting education and the preparation of financial statements should be introduced as early as the high school level to help students better understand financial management (Ramadhani *et al.*, 2025).

Understanding the financial statements of a trading company is crucial for high school students as it helps them grasp how economic and business activities operate in real life. Financial statements serve not only as tools for recording transactions but also as sources of information that depict a company's financial condition and performance over a specific period. This information can be used by various stakeholders to make economic decisions (Kieso *et al.*, 2018). One type of financial statement that is important for students to understand is that of a trading company. Trading companies have transaction characteristics related to the purchase and sale of goods, thus requiring accurate accounting records. Understanding the preparation of financial statements for trading companies can help students grasp how business activities are conducted and how financial information is presented systematically.

Community service activities conducted by faculty and students play a crucial role in enhancing students' accounting literacy. Educational programs on financial statement preparation can provide students with a practical understanding through theoretical explanations, practice exercises, and hands-on experience in preparing financial statements. Results from similar activities indicate that accounting training can improve students' understanding of financial statement concepts and help them grasp financial statement components such as the income statement and balance sheet (Hartono & Wijoyo, 2025). High school students need to be equipped with an understanding of how to prepare financial statements for trading companies to prepare them for future economic challenges. Understanding financial reporting is not only important for students who wish to pursue further studies in economics or accounting but also for those who will eventually run a business or engage in business activities (Widyasari & Ningsih, 2024).

For high school students, learning about the financial statements of trading companies can enhance their ability to think logically, analytically, and systematically in understanding the process of recording business transactions. Additionally, students can understand the relationship between a company's operations and its financial results, such as the profit or loss generated by merchandise sales. Understanding a trading company's financial statements can foster an entrepreneurial spirit in students. By understanding how transactions are recorded and how financial statements are prepared, students can gain a clearer picture of professional business management. This serves as an important foundation for students interested in running a business in the future or pursuing further studies in accounting and business. Therefore, providing high school students with training in preparing financial statements for trading companies is a strategic step toward improving financial literacy, basic accounting skills, and students' readiness to face future challenges in the economic and business world.

SMAN 2 Jakarta is one of the high schools with students interested in economics and business. However, limited classroom time often prevents students from gaining a deep understanding of financial statement preparation practices, particularly in the context of trading companies. Therefore, additional educational activities are needed to provide a more practical understanding of the process from recording transactions to preparing financial statements. Based on initial findings from discussions with school officials and relevant subject teachers, the current accounting curriculum was found to face several challenges. Available class time is relatively limited, so accounting instruction focuses primarily on conveying basic concepts and does not provide sufficient opportunity for students to practice preparing financial statements comprehensively. Additionally, the accounting material students study tends to emphasize the characteristics of service companies. In contrast, discussions regarding trading companies and the process of preparing their financial statements have not yet been explored in depth.



This situation results in students lacking an optimal understanding of the transaction flow, recording, and systematic preparation of financial statements for trading companies.

Based on an analysis of the partner’s situation, the primary need of students at SMAN 2 Jakarta is to strengthen their understanding of accounting practices for trading companies. The accounting material covered in class needs to be supplemented with more practical exercises to help students understand transaction flows, recording, and financial statement preparation. This situation served as the basis for the PKM team to design simple, interactive training activities appropriate to high school students' level of understanding. The partner situation analysis is presented in Figure 1.

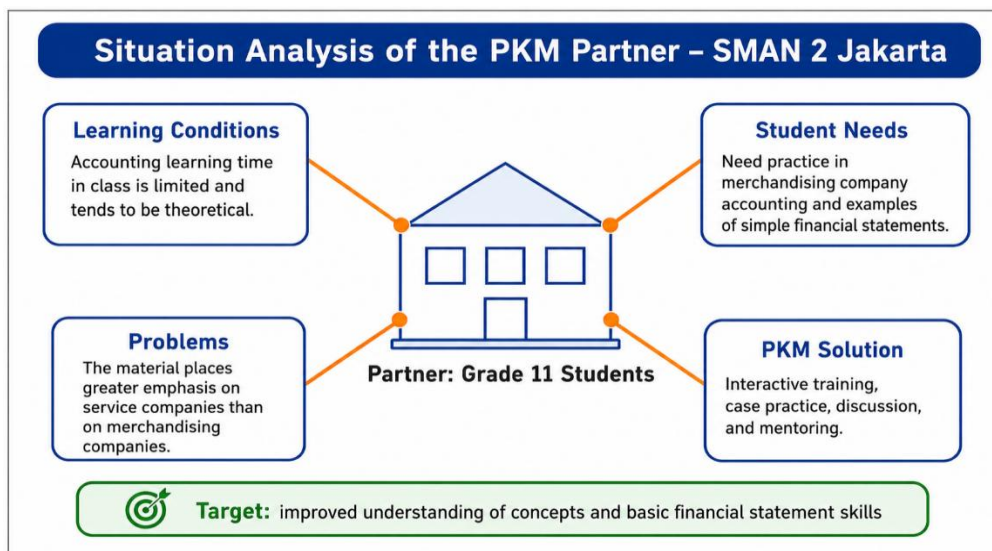


Figure 1. Partner Situation Analysis

Figure 1 shows that the main challenges faced by the partners include limited time for accounting instruction in the classroom, which tends to be theoretical; a focus on service companies rather than trading companies; and students’ need for practice and examples of preparing simple financial statements for trading companies. Given these conditions, 11th-grade students at SMAN 2 Jakarta require an intervention comprising interactive training, hands-on financial statement preparation, discussions, and mentoring to enhance their conceptual understanding and practical skills.

Various research studies and community service activities have been conducted to improve students’ understanding of accounting and financial statement preparation. The results of these studies indicate that accounting education and training can improve students’ financial literacy and their understanding of the process from recording transactions to preparing financial statements. Generally, research on financial literacy also shows that understanding financial concepts from a young age is crucial for enhancing individuals’ ability to manage their finances. Lusardi & Mitchell (2014) state that financial literacy is an essential skill for the younger generation to comprehend financial information and make sound economic decisions.

The results of the training conducted by Widyasari and Ningsih (2024) indicate that educational activities on financial statement preparation for high school students can improve students’ understanding of basic accounting concepts and the process of preparing financial statements for a trading business. In these activities, students were trained to record transactions and prepare simple

financial statements. The results show that students gained a better understanding of the transaction recording process and the importance of financial statements in business operations.

Community service activities conducted by Hartono & Wijoyo (2025) also showed that training in simple financial statements for high school students can improve their understanding of financial statement components, such as the income statement, the statement of changes in equity, and the balance sheet. Through training methods accompanied by practical financial statement preparation exercises, students can understand the relationship between business transactions and the resulting financial information. Furthermore, the training conducted by Ramadhani *et al.*, (2025) on improving students' financial literacy through financial statement preparation indicates that accounting training can enhance students' understanding of transaction recording and basic financial management.

Although various previous studies and Community Service (PKM) activities have demonstrated the effectiveness of accounting training in improving students' financial literacy, activities specifically focused on preparing high school students to prepare financial statements for trading companies remain relatively limited. However, the more complex nature of transactions in trading companies, compared to those in service companies, requires a more applied approach to learning. Therefore, this community service program is crucial to implement to address the real needs of our partners while strengthening students' foundational accounting competencies to meet the demands of both the educational and professional worlds in the future.

Based on various studies and community service activities, it can be concluded that training in financial statement preparation positively impacts students' understanding of accounting and financial management. Therefore, the Community Service Program (PKM) activity focused on preparing high school students at SMAN 2 Jakarta to prepare financial statements for trading companies is expected to enhance students' financial literacy and accounting skills through practical training and mentoring.

Based on the identified issues, the intervention selected for this PKM activity is the implementation of an educational and training program on preparing financial statements for trading companies. This is carried out through the delivery of basic accounting materials, training in financial statement preparation based on simple case studies, practical guidance on financial statement preparation, and evaluation of participants' understanding through discussions and exercises. An interactive and practical approach is considered the most relevant solution because it not only provides theoretical understanding but also trains students' ability to apply accounting concepts in real-world contexts.

Through this community service activity, the implementation team aims to help students at SMAN 2 Jakarta understand how to prepare financial statements for trading companies. This activity is designed as a training program that introduces basic accounting concepts, the characteristics of trading companies, and the steps for preparing financial statements in a simple, systematic manner. An interactive and practical training approach is expected to help students understand the relationship between business transactions, recording processes, and the presentation of financial information in the financial statements of a trading company. This aligns with Widyasari and Ningsih (2024), who demonstrated that educating students on preparing financial statements for trading businesses can enhance their understanding of basic accounting concepts and the process of preparing simple financial statements.

This PKM activity aims to improve the understanding of students at SMAN 2 Jakarta regarding the basic concepts of accounting and financial statements of trading companies, train students in preparing financial statements of trading companies, and systematically improve students' financial



literacy and practical skills in the field of accounting, and provide an applied learning experience through the practice of preparing financial statements. This activity is expected to benefit students by enhancing their basic accounting knowledge and skills, serving as a foundation for continuing their education or entering the business world. For the university, this activity represents the implementation of the Tri Dharma of Higher Education through strengthened partnerships with schools as community service partners. Meanwhile, to advance knowledge and practice, this activity is expected to serve as an effective model of practice-based accounting education for improving financial literacy and basic accounting competencies among high school students. Through this activity, students are expected not only to gain theoretical knowledge but also to develop foundational skills in understanding and preparing financial statements for trading companies, equipping them to pursue further education in economics and business or to manage their future businesses more effectively.

The remaining sections of this article are organized as follows. Section 2 presents a literature review. Section 3 describes the methods. Section 4 presents the results and discussion. Section 5 contains the conclusions and recommendations.

2. Literature Review

2.1 The Concept of Community Service.

Community service is one of the forms of implementation of the Tri Dharma of Higher Education, which aims to apply knowledge, technology, and academic skills to help the community solve various problems they face. Over time, community service is no longer understood as a charitable activity or merely a one-way transfer of knowledge from higher education institutions to the community. Instead, community service is viewed as a collaborative process involving the active participation of the community as a partner in identifying needs, designing solutions, implementing programs, and evaluating the results of activities. Booth & Green (2022) explain that community service, through a service-learning approach, integrates academic learning objectives with the community's real needs through mutually beneficial partnerships. In line with this, Qorib (2024) states that community service is a collaborative platform that facilitates the exchange of knowledge between higher education institutions and the community to address issues contextually. Thus, community service not only benefits the community as program recipients but also provides meaningful learning experiences for the academic community to understand social realities and apply their scientific competencies.

Furthermore, community service also plays a strategic role in strengthening the social relevance of higher education and supporting sustainable development. Tijjsma *et al.*, (2023) emphasize that community service based on community service learning can strengthen the social relevance of higher education while enhancing the capacity of partner communities. Through this approach, students and faculty not only help solve community problems but also develop professional competencies, critical-thinking skills, and social awareness. Lin *et al.*, (2025) demonstrate that student engagement in service-learning activities has a long-term impact on the development of social responsibility and civic participation. On the other hand, Rodríguez-Zurita *et al.*, (2024) emphasize that community service is a strategic instrument for achieving sustainable development goals through community capacity building. This indicates that the success of community service programs is measured not only by the conduct of activities but also by the program's ability to empower communities to become more self-reliant and to optimize their inherent potential. In this context, As'ari *et al.*, (2024) explain that the essence of



community service lies in participatory empowerment efforts that take into account the community's local needs and potential. Therefore, every community service activity should be systematically designed, based on the needs of the partner community, and oriented toward capacity building and the sustainability of benefits for the target community.

2.2 Financial Literacy Among High School Students

Financial literacy is an individual's ability to understand, manage, and use financial information effectively in making responsible economic decisions. For high school students, financial literacy is a critical competency that must be developed early to equip them to face future economic challenges. Understanding basic financial concepts, such as money management, budgeting, financial decision-making, and financial risk, can help students develop wiser and more sustainable financial behaviors. Silinskas *et al.*, (2023) found that the school and family environments play a crucial role in shaping financial literacy and responsible financial behavior among adolescents. These findings indicate that schools serve not only as venues for transferring academic knowledge but also as platforms for developing the life skills students need in their daily lives. In line with this, Saharan *et al.*, (2023) demonstrate that formal education, the family environment, and financial experiences are the primary factors influencing the level of financial literacy among the younger generation. Abduh *et al.*, (2025) emphasize that structured financial literacy education can enhance individuals' ability to understand financial information and make more rational and responsible economic decisions. In the Indonesian context, Trisnani *et al.*, (2025) find that attitudes toward money, learning experiences, and exposure to financial education in school influence students' financial literacy.

The rapid development of digital technology has further expanded the scope of financial literacy required by the younger generation. Students are expected not only to understand conventional financial concepts but also to adapt to emerging digital financial innovations. Koskelainen *et al.*, (2023) assert that advances in digital technology require the younger generation to possess more comprehensive financial literacy to make wise financial decisions. Consequently, financial education in schools must be designed to be contextual, practical, and relevant to students' real-life experiences. Arga *et al.*, (2025) demonstrate that structured financial education programs can enhance high school students' understanding of financial management concepts and economic decision-making. Beyond increasing knowledge, financial education also fosters more responsible long-term financial behaviors. Pham & Le (2023) emphasize that financial education beginning in school fosters sustainable financial behavior and prepares the younger generation to face future economic challenges. Therefore, efforts to improve financial literacy among high school students must be carried out systematically through various forms of educational interventions, including training, mentoring, and practice-based learning.

2.3 Concepts and Preparation of Financial Statements for Merchandising Companies

Financial statements are the final output of the accounting process, presenting information about an entity's financial position, performance, and changes in financial condition over a specific period. This information serves as a critical foundation for economic decision-making processes for various stakeholders, both internal and external to the organization. In the context of a trading company, financial statements have distinct characteristics because the transactions involve purchasing, storing, and selling merchandise. Therefore, an understanding of the concepts and preparation of financial

statements for trading companies must be provided systematically so that students can grasp the relationship between business activities and the resulting financial information. Renaldo *et al.*, (2023) explain that an understanding of financial statement concepts and accounting standards must be built through systematic instructional materials so that students can prepare financial statements accurately and in accordance with applicable accounting principles. This indicates that mastery of basic accounting concepts is the primary foundation for preparing accurate and accountable financial statements. Subhan (2023) explains that the systematic preparation of financial statements in accordance with applicable accounting standards is a crucial step in generating relevant, reliable financial information that serves as a basis for decision-making. Additionally, Coenders & Serrat (2023) emphasize that financial statements are the primary source of information for evaluating an entity's financial condition and performance through analysis of interrelated financial components.

The preparation of financial statements for a trading company involves a series of stages known as the accounting cycle, ranging from the identification and recording of transactions, posting to the general ledger, preparation of the trial balance, creation of adjusting entries, and preparation of financial statements. Sufiyati *et al.*, (2026) explain that preparing financial statements for a trading company requires an understanding of the accounting cycle, from recording transactions to preparing the income statement and balance sheet. The ability to prepare financial statements is influenced not only by mastery of accounting concepts but also by a learning process that supports active student engagement. Inayah *et al.*, (2022) found that accounting comprehension and learning behavior significantly influence students' ability to prepare financial statements. These findings are reinforced by Amelia *et al.*, (2025), who demonstrated that mastery of accounting concepts is a critical factor influencing students' ability to prepare financial statements accurately. In an educational context, training and hands-on practice are effective strategies for enhancing students' accounting competencies. Sufiyati *et al.*, (2026) demonstrated that training in preparing financial position statements can improve students' understanding of financial statement structure and the relationships among their components. Therefore, instruction on preparing financial statements for trading companies must be designed to be practical, combining conceptual instruction, case-solving exercises, and practical guidance so that students not only understand theoretical aspects but also possess the basic skills to prepare financial statements systematically and in accordance with applicable accounting principles.

2.4. Training and Mentoring as Strategies for Improving Students' Accounting Competence

Training and mentoring are effective learning strategies for enhancing students' accounting competencies because they provide learners with more practical, contextual, and practice-centered learning experiences. Unlike conventional learning, which tends to emphasize theoretical aspects, training provides students with opportunities to develop technical skills through direct engagement in case studies and accounting simulations. Twyford & Dean (2024) note that experiential learning and practical training are becoming increasingly dominant approaches in enhancing students' accounting competencies. This approach helps students understand the connection between accounting concepts and their application in real-world situations, thereby making the learning process more meaningful. In the context of accounting education, training is not only oriented toward mastering financial statement preparation procedures but also toward developing critical thinking, analytical, and problem-solving skills. Sinnewe *et al.*, (2023) emphasize that active learning strategies, including case-based training and



mentoring, are effective for enhancing students' critical-thinking competencies in accounting. This indicates that interactive training can strengthen conceptual understanding while building students' confidence in applying their accounting knowledge.

In addition to training, mentoring plays a crucial role in sustaining the learning process and aligning it with students' needs. Mentoring provides students with guidance, feedback, and support throughout the learning process, allowing errors to be corrected immediately and students' understanding to be gradually improved. Berger *et al.*, (2026) explain that a learning process involving mentoring, feedback, and continuous training strengthens professional competencies in accounting. These findings align with Lusiana (2024), who explains that a combination of intensive training and mentoring can help students understand accounting concepts and enhance their readiness to meet workforce demands. In practice, training activities accompanied by mentoring enable students to ask more questions, engage in discussions, and receive guidance in completing accounting tasks. Mustika *et al.*, (2024) demonstrate that practice-based training using accounting software significantly enhances students' technical accounting competencies and professionalism. Meanwhile, Elsayed & Hassan (2024) show that simulation- and practice-based learning improves students' conceptual understanding and technical skills compared to conventional teaching methods. Based on these various findings, it is clear that training and mentoring are complementary strategies for enhancing students' accounting competencies. The combination of both not only helps students master accounting concepts and procedures but also develops practical skills, critical thinking abilities, and readiness to face future academic and professional challenges.

3. Method

3.1 Location and time.

This Community Service Activity (PKM) was held at SMAN 2 Jakarta, located in Jakarta, Indonesia. The activity took place on Friday, May 29, 2026, from 7:30 a.m. to 9:30 a.m. WIB, with a duration of 120 minutes in a single session. The selection of the activity location was based on initial coordination with the school, which indicated a need to strengthen students' understanding of how to prepare financial statements for trading companies.

3.2 Target audience or partners.

The target audience for this activity was 11th-grade students at SMAN 2 Jakarta who are interested in economics and business. The characteristics of high school participants make this group a relevant target for the program, as, at this stage, students are introduced to basic accounting concepts that require reinforcement through more practical learning activities. Additionally, limited classroom instruction time has prevented students from gaining sufficient opportunities to prepare financial statements for trading companies systematically. Therefore, SMAN 2 Jakarta was selected as a partner in this PKM activity to support the improvement of students' financial literacy and accounting competencies through an educational and participatory approach.

3.3 Activity Schedule

The implementation of this PKM activity was carried out through a systematic, educational, and participatory training approach to ensure the activity's objectives were achieved optimally. Methods



used in this activity include interactive lectures to explain basic concepts, demonstrations of financial statement preparation, case studies of trading companies, discussions and Q&A sessions, guided practice exercises, and evaluations based on exercise results and participant feedback questionnaires. This approach was chosen so that students not only receive theoretical material but also gain hands-on experience in recording and preparing simple financial statements.

3.3.1 Preparation Stage

In this stage, the PKM Team coordinates with the school to discuss the materials needed by the students and the school. Afterward, the team begins developing training materials on the approved topic: the financial statements of a trading company. Finally, the PKM Team prepares the modules, exercise materials, and the necessary facilities and equipment for the activity. Additionally, during the preparation phase, partner needs were identified through communication with subject teachers to ensure that the provided materials align with students' comprehension levels and the school's learning needs. This phase aims to ensure that all training resources, including learning materials and evaluation tools, are fully prepared before the activity.

3.3.2 Training Phase

In this phase, the PKM team presents material on basic accounting concepts, explains the accounting cycle of a trading company, practices sample problems on preparing financial statements for a trading company, and concludes with a discussion and Q&A session. The material is delivered through an interactive lecture format combined with demonstrations of how to solve simple cases. Participants are encouraged to actively participate by asking questions, providing feedback, and discussing the steps involved in preparing financial statements for a trading company.

3.3.3 Mentoring Phase

In this phase, participants are given simple case exercises regarding trading company transactions and are mentored through the process of preparing financial statements. The more students practice, the more proficient they become in preparing financial statements (Avira *et al.*, 2025). Mentoring is conducted directly by the PKM team to help participants understand how to record transactions, prepare income statements, and prepare simple balance sheets. Through this mentoring, students have the opportunity to correct errors and receive immediate feedback, thereby deepening their understanding.

3.3.4 Evaluation Phase

Evaluation is conducted to assess students' level of understanding of the material covered through practice exercises and discussions. Additionally, a Google Form questionnaire is distributed to participants to gather their perspectives on the activities conducted. Evaluation is conducted using both quantitative and qualitative approaches. Quantitative evaluation is carried out by assessing participants' exercise results, while qualitative evaluation is conducted through reflective discussions and completion of participant satisfaction questionnaires. Evaluation results are used to identify students' levels of understanding and the effectiveness of the training methods implemented.

3.3.5 Reporting Phase



The final stage is the preparation of the PKM activity report, which includes the results of the activity's implementation, the activity's evaluation, and recommendations for future activities. The evaluation results are used to assess the activity's success and to inform future community service activities. The reporting stage also includes activity documentation, analysis of the program's achievement level, and the formulation of recommendations to inform the development of similar community service activities in the future.

3.4 Intervention Methods.

The intervention methods applied in this activity focus on enhancing participants' conceptual understanding and practical skills through a combination of material delivery, hands-on practice, mentoring, and continuous evaluation. A participatory approach was chosen because it allows participants to be actively involved at every stage of the activity, whether through discussions, solving case studies, or reflecting on the results of completed exercises. Thus, the solutions provided are oriented not only toward knowledge transfer but also toward strengthening participants' ability to apply accounting concepts to the preparation of financial statements for a trading company.

Figure 2 illustrates the stages of implementing PKM activities: preparation, training, mentoring, evaluation, and reporting. Each stage is designed to be continuous, ensuring that the objectives of the activities are optimally achieved. The level of achievement of the PKM activity is measured using several indicators, including participant participation, understanding of the material, practical skills in preparing financial statements, and participant satisfaction with the activities conducted. Participant participation is measured by observing attendance and involvement in discussions. Understanding of the material is evaluated through practice questions and question-and-answer sessions related to the accounting cycle of a trading company. Practical skills are assessed based on participants' ability to prepare simple income statements and balance sheets from the provided case studies. Meanwhile, satisfaction and perceptions of the activity's benefits are measured using a Google Forms-based questionnaire. The activity is considered successful if the majority of participants complete it, demonstrate active engagement throughout the training process, systematically complete the main exercises, and provide positive feedback on its relevance and benefits.



Figure 2. Stages of PKM Implementation

Table 1. Measurement of Activity Achievement Rates

Performance Indicators	Measurement Method	Success Criteria
Participant participation	Observation of attendance, willingness to ask questions, and participation in discussions	Participants stayed until the end of the event and actively participated in the discussion sessions.
Understanding the material	Practice questions and Q&A on the accounting cycle for a merchant company	Participants will be able to explain the transaction process through to the financial statements
Practical skills	Review of the results of a case study on the preparation of a simple income statement and balance sheet	Participants will be able to prepare simple financial statements systematically.
Satisfaction and benefits of the activity	The Google Form questionnaire includes an evaluation of the material's benefits, delivery, and relevance.	The majority of participants gave the event a positive rating.

4. Results and Discussion

4.1 Analysis Results

4.1.1 An initial overview of the partner's situation.

SMAN 2 Jakarta is a high school with students interested in economics and business. However, based on initial observations and discussions with economics teachers, it was found that accounting instruction at the school still faces several limitations, particularly regarding the practical preparation of financial statements for merchant companies. The material taught in class focuses more on conceptual understanding, while opportunities for students to practice preparing financial statements systematically remain relatively limited. Additionally, discussions of the characteristics of trading companies and their accounting cycles have received less attention than material on service companies. These conditions have caused some students to struggle in connecting business transactions with the recording process and the preparation of simple financial statements.

Based on a needs assessment conducted prior to the activity, students require additional, more applied learning to fully understand the stages involved in preparing financial statements for trading companies. This need formed the basis for developing a PKM program focused on education, training, and guidance in preparing financial statements for trading companies. Through this activity, it is hoped that students will not only gain additional knowledge of basic accounting concepts but also gain hands-on experience preparing simple income statements and balance sheets, thereby strengthening their basic accounting competencies.

4.1.2 Implementation of Activities.

The PKM activity was held on Friday, June 29, 2026, at SMAN 2 Jakarta, in a single 120-minute training session. The activity was attended by 28 eleventh-grade students and supervised by the economics teacher. In the initial phase, the organizing team opened the session with introductions and an explanation of the program's objectives: to provide a basic understanding of accounting for trading companies and to enhance students' ability to prepare simple financial statements. Subsequently, the team presented material on fundamental accounting concepts, the characteristics of trading companies, common types of transactions in trading companies, and components of financial statements such as the income statement and balance sheet.

Following the presentation, the activity continued with a discussion and Q&A session to allow students to clarify their understanding of the material. The questions asked by the students were mostly related to the transaction recording process, account grouping, and the relationship between purchase and sales transactions and the resulting financial statements. The next stage involved providing exercises and simple case studies regarding trading company transactions. Through this activity, students were guided to understand the process of preparing financial statements, from identifying transactions to systematically presenting financial information.

Mentoring was provided throughout the exercise. The PKM team provided direct guidance to students who had difficulty determining accounts, classifying transactions, or preparing simple income statements and balance sheets. This mentoring allowed students to receive immediate feedback so that any errors could be corrected right away. At the end of the activity, the implementation team conducted a final exercise and distributed a questionnaire to gauge students' perceptions of the activity's benefits.



The PKM activities were conducted interactively and attracted a high level of student participation. Figure 3 depicts the classroom atmosphere during the training activity as the implementation team presented material on preparing financial reports for trading companies. The documentation shows that students were actively engaged in the learning process by listening to explanations, taking notes on key points, and participating in discussions throughout the activity. The presence of the supervising teacher also served as a supporting factor in creating a conducive learning environment.



Figure 3. A scene from a PKM activity in the classroom

In addition to documenting the implementation process, an evaluation of participants' perceptions of the activity was conducted by distributing a questionnaire. One of the questionnaire results is shown in Figure 4, which illustrates students' responses to a question regarding the activity's benefits in expanding their knowledge. The results show that 23 students gave a score of 5 (strongly agree) and 5 students gave a score of 4 (agree), while no respondents gave a score of 1, 2, or 3. These findings indicate that all participants assessed the PKM activity as beneficial in improving their understanding of the material presented.

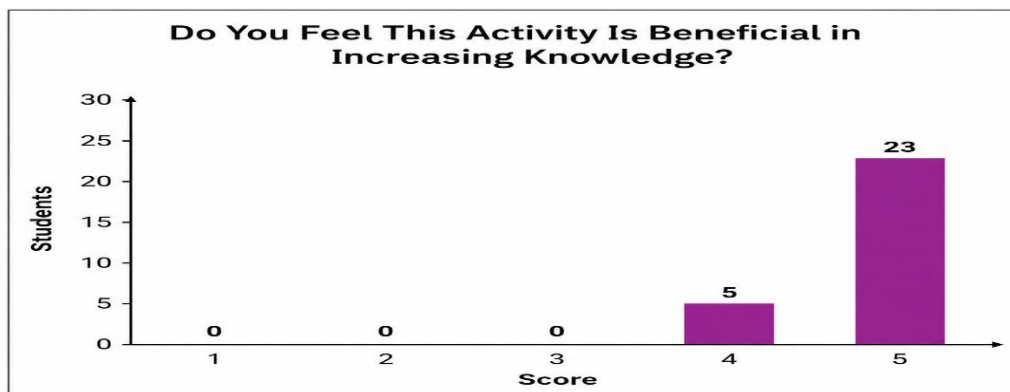


Figure 4. Questionnaire results regarding the benefits of the activity in enhancing participants' knowledge

4.1.3 Activity Results.

The implementation of the PKM program had a positive impact on improving students’ understanding of basic accounting concepts and the preparation of financial statements for trading companies. Through lectures, exercises, and mentoring, students gained a more practical learning experience compared to purely theoretical instruction. During the training process, most students were able to follow the steps involved in preparing simple financial statements, ranging from understanding the characteristics of trading company transactions to identifying the components of the income statement and balance sheet.

In terms of participation, all participants attended all activities through to completion and demonstrated high enthusiasm throughout the program. Student engagement was evident in their participation in discussions, willingness to ask questions, and diligence in completing the assigned exercises. These conditions indicate that a participatory learning approach is effective in boosting students’ motivation to learn. Additionally, the questionnaire results showed that all participants felt they benefited from the activities conducted. The high level of participant satisfaction indicates that the material presented was relevant to their learning needs at school.

Table 2. Pre- and Post-Activity Evaluation of the PKM

No	Indicator	Before	After
1	Participants' level of knowledge regarding the financial statements of a trading company	Students' understanding is still limited to basic concepts and is largely theoretical.	Students understand the basic concepts and steps involved in preparing simple financial statements.
2	The ability to prepare simple financial statements	Most students have not yet gained practical experience in preparing financial statements for trading companies	Students can identify transactions and prepare a simple income statement and balance sheet
3	Participant participation and engagement	Learning activities are more teacher-centered	Participants actively discussed, asked questions, and participated in case studies.
4	Perceptions of the benefits of the activity	No information is currently available regarding the effectiveness of the training.	All participants provided positive feedback on the activity's benefits, as indicated by the questionnaire results.

The results of the activity indicate that accounting instruction delivered through training, discussions, and case studies can help students understand the material more practically. Prior to the activity, students tended to have a limited understanding of the process of preparing financial statements for a merchant company because classroom accounting instruction was largely theoretical and lacked sufficient practical experience. Through this activity, students received explanations regarding basic accounting concepts, the characteristics of transactions in a trading company, and simple practices in preparing financial statements. These findings indicate that the PKM activity successfully bridges the gap between conceptual understanding and practical application in accounting education.

From a financial literacy perspective, this activity also helps enhance students’ understanding of the importance of financial recording and reporting in business activities. Understanding income

statements and balance sheets is a foundational tool for students to recognize how financial information is used in economic decision-making. In addition to enhancing academic competencies, this activity also helps students develop logical, analytical, and systematic thinking skills in understanding the relationship between business transactions and an entity's financial condition.

Overall, this PKM activity successfully achieved its established objectives: enhancing students' understanding of the basic concepts of merchant company accounting and providing a more practical learning experience through training and mentoring. The program's success is reflected in high participant engagement, students' ability to complete simple exercises, and positive feedback on the activity's benefits. These results indicate that practice-based training can serve as an effective alternative learning strategy for improving high school students' accounting competencies.

4.2 Discussion

The implementation of the PKM activity demonstrated that a training approach, combined with discussions, case studies, and mentoring, was effective in enhancing students' understanding of basic accounting concepts and in preparing financial statements for trading companies. Prior to the activity, students tended to understand accounting only from a theoretical perspective, as taught in the classroom. Limited class time and a lack of opportunities for hands-on practice meant students lacked sufficient experience in linking business transactions to the financial reporting process. Field findings indicate that after participating in the training, students became better able to identify a trading company's transactions, understand the functions of the income statement and balance sheet, and follow the steps for preparing simple financial statements more systematically. This indicates that practice-based learning plays a crucial role in bridging the gap between conceptual mastery and the application of accounting skills at the high school level.

The success of this initiative can be attributed to the active learning approach implemented throughout the program. Training sessions incorporating demonstrations, discussions, case studies, and mentoring enabled students to engage directly in the learning process. These conditions fostered a more meaningful learning experience compared to conventional lecture methods. This finding aligns with Apostolou *et al.*, (2024), who revealed that experiential learning and practical training are becoming increasingly dominant approaches in enhancing students' accounting competencies. Through direct experience completing financial statement preparation exercises, students not only gain additional knowledge but also develop logical and analytical thinking skills to understand the relationship between business transactions and the resulting financial information. Bui and Porter (2023) also emphasize that active learning strategies, including case-based training and mentoring, are effective for enhancing students' critical-thinking competencies in accounting.

From a financial literacy perspective, this activity demonstrates that accounting education starting in school helps build students' readiness to face future economic challenges. Understanding the financial statements of trading companies provides students with foundational knowledge to grasp the importance of recording transactions, managing finances, and accurately presenting financial information. Thus, the benefits of this activity extend beyond academic achievement to fostering more responsible financial behavior. These findings align with Rodríguez-Zurita *et al.*, (2025), who emphasize that financial education beginning in school fosters sustainable financial behavior and prepares the younger generation to face future economic challenges. Additionally, Silinskas *et al.*, (2023) found that



the school environment plays a strategic role in shaping adolescents' financial literacy and responsible financial behavior.

Several supporting factors also influenced the success of the intervention in this PKM activity. First, support from the school administration and economics teachers facilitated the implementation of the activities, ensuring the coordination process ran smoothly. Second, the high level of student enthusiasm during the training served as a crucial foundation for fostering an active, conducive learning environment. Third, the use of varied learning methods—ranging from interactive lectures and discussions to case studies and mentoring—accommodated students' diverse learning needs. These factors contributed to the creation of an effective learning process focused on enhancing participants' competencies.

Nevertheless, several challenges were encountered during the implementation of the activity. The limited duration of the training meant that the material covered remained basic and did not delve deeply into the entire accounting cycle of a trading company.

Additionally, differences in participants' initial levels of understanding necessitated that the implementation team provide more intensive attention to certain students during the mentoring process. Time constraints also limited the number of case studies that could be discussed. These conditions indicate that improving students' accounting competencies requires a continuous learning process and cannot be achieved by a single intervention.

4.2.1 Implementation Evaluation

The evaluation results indicate that the PKM activities went well and received positive feedback from participants. Participant attendance reached 100%, as evidenced by all students completing the activities. Student engagement during discussion sessions, Q&A sessions, and case studies also reflected a strong interest in the material presented. Survey results indicate that all participants rated the activities as beneficial for expanding their knowledge, with the majority giving the highest scores to questions about their benefits. These findings suggest that the material provided aligns with participants' needs and effectively enhances their understanding of how to prepare financial statements for trading companies.

The evaluation also identified several areas requiring attention for future program improvements. The program's limited duration was a major constraint, as it did not allow for more complex exercises. Additionally, differences in students' prior knowledge necessitated more intensive mentoring for some participants. Therefore, similar future activities should consider extending the training duration and grouping participants based on their initial level of understanding to ensure the mentoring process is more effective.

4.2.2 Program Sustainability Plan

Program sustainability is critical to ensuring that the benefits of the activities do not end once the training is completed. One follow-up measure is to establish ongoing collaboration with the school by implementing advanced training sessions that cover accounting topics in greater depth, such as preparing adjusting journal entries, ledgers, worksheets, and statements of changes in equity. Additionally, the modules and instructional materials developed during this activity can be reused by teachers as supplementary classroom resources.



This program also has the potential to be replicated in other secondary schools facing similar challenges, particularly those requiring enhanced accounting competencies through a more applied learning approach. Conducting regular mentoring through extracurricular activities or collaborative programs between universities and schools can help ensure the sustainability of the program's impact. With such follow-up efforts, it is hoped that the improvement in students' financial literacy and accounting competencies will not be merely short-term but will evolve into a learning culture that fosters the younger generation's readiness to face the challenges of higher education and the future workforce.

5. Concluding Remarks and Recommendation

The Community Service Program (PKM) on preparing financial statements for trading companies for 11th-grade students at SMAN 2 Jakarta was successfully implemented and achieved a satisfactory level of success in meeting its objectives. This program successfully enhanced students' understanding of basic accounting concepts, the characteristics of trading companies, and the initial stages of preparing simple financial statements through a combination of interactive lectures, discussions, case studies, mentoring, and evaluations. The participatory training method proved well-suited to the partner's challenges and needs, namely the limited opportunities for students to gain practical experience in accounting education at school. This approach enabled students not only to understand the material theoretically but also to gain more practical experience connecting trading company transactions with the financial reporting process.

This activity has a positive impact in the form of improved financial literacy and basic accounting competencies among students, as reflected in the high attendance, students' ability to complete simple exercises, and positive feedback on the program's benefits. Therefore, similar activities should be conducted on an ongoing basis, with a broader range of materials and greater difficulty. The school may also consider strengthening accounting practices through mentoring activities or supplementary learning outside of regular class hours. In addition to its potential for replication in other schools with similar characteristics, this program can be further developed through advanced training that comprehensively covers the stages of the accounting cycle, ensuring that the benefits generated are sustainable and contribute more significantly to enhancing students' accounting competencies.

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