



Digital Education for Students of LBBP D'King Study, Kramat Jati, East Jakarta

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ARTICLE INFO	ABSTRACT
<p>Article history Received: 2024-08-11 Revised: 2024-11-14 Accepted: 2024-11-25 Published: 2024-12-30</p> <p>Keywords Digital Accounting Digital Education Educational Media</p>	<p><i>This community service activity was carried out in collaboration with lecturers from STIE YAI, students, and teaching staff at LBBP (Lembaga Bimbingan Belajar Pelajar) D'King Study in Kramat Jati, East Jakarta. The implementation methods included lectures, discussions, Q&A sessions, and training on the use of digital technology in learning activities as an effort to transform education and realize "Merdeka Belajar" (Freedom to Learn). The use of technology is expected to enhance the quality of learning. There are three outcomes from the discussion held during the digital education outreach activities. First, a Unified Understanding of Educational Digitalization: The participants, especially the educators at LBBP D'King Study, gained a shared understanding of strengthening educational digitalization. They are now capable of creating learning materials with the help of digital technology, making the content more engaging, communicative, and easier for students to comprehend. This, in turn, boosts the students' motivation to learn. Second, the Successful Execution of Activities: The community service activities focused on strengthening educational digitalization were well-executed and aligned with the planned objectives. Third, Follow-Up Phases Planned: After the completion of this community service, subsequent steps will be taken to maintain consistency in contributing to the advancement of educational digitalization at LBBP D'King Study in Kramat Jati, East Jakarta. These efforts are part of an ongoing commitment to improve the quality of education through technology integration.</i></p>
<p>Kata Kunci Digitalisasi Akuntansi Digitalisasi Pendidikan Media Pendidikan</p>	<p>Digitalisasi Pendidikan untuk Siswa LBBP D'King Study, Kramat Jati, Jakarta Timur. Pengabdian ini dilaksanakan bersama Dosen STIE YAI dengan para Siswa dan Tenaga Pengajar di LBBP (Lembaga Bimbingan Belajar Pelajar) D'King Study Kramat Jati, Jakarta Timur. Metode pelaksanaan yang digunakan adalah melalui kegiatan ceramah, diskusi, tanya jawab dan pelatihan tentang penggunaan teknologi digitalisasi dalam kegiatan pembelajaran sebagai upaya transformasi pebelajaran dalam mewujudkan merdeka belajar, dimana nantinya dengan menggunakan teknologi akan meningkatkan kualitas pembelajaran. Terdapat tiga hasil diskusi dalam kegiatan sosialisasi digitalisasi pendidikan. Pertama, peserta sosialisasi memiliki pemahaman yang sama tentang penguatan digitalisasi pendidikan dalam hal ini tenaga pendidik di LBBP D'King Study mampu membuat materi pembelajaran dengan bantuan teknologi digital yang hasilnya akan lebih komunikatif dan lebih menarik sehingga mudah dipahami oleh para siswa, sehingga secara tidak langsung akan meningkatkan semangat belajar dari para siswa. Kedua, kegiatan pengabdian terkait penguatan digitalisasi pendidikan ini berjalan dengan baik dan sesuai dengan perencanaan. Ketiga, akan dilakukan tahapan lanjutan setelah selesainya kegiatan pengabdian masyarakat ini dilakukan dalam rangka konsistensi berkontribusi memajukan digitalisasi pendidikan di LBBP D'King Study Kramat Jati, Jakarta Timur.</p> <p style="text-align: right;">Copyright © 2024, Kurniawan, et al This is an open access article under the CC-BY-SA license</p> <div style="text-align: right;">  </div>

How to cite: Kurniawan, L., Handari, H., Sitanggang, T., Hidayat, M., Yulius, Y., Syahdina, A., & Mahardini, S. (2024). Digital Education for Students of LBBP D'King Study, Kramat Jati, East Jakarta. *Journal of Community Service and Empowerment*, 5(3), 668-678. <https://doi.org/10.22219/jcse.v5i3.35708>

INTRODUCTION

The passage of time and rapid technological advancements have prompted all sectors to adapt, including educational institutions, which serve as centers of learning in the digital era. We recognize that the rapid development of digital technology today must be seized as an opportunity to enhance the quality of education (Rahman et al., 2021). According to Law Number 20 of 2003 on the National Education System, national education is education based on Pancasila and the 1945 Constitution of the Republic of Indonesia, rooted in the values of religion, Indonesian national culture, and responsive to the demands of changing times.

Digitalization, which has become an integral part of human life, will continue to evolve at an extraordinary pace. Education, as a primary factor in improving human resources, must keep up with the dynamic developments in the digital world. The digital realm today not only influences lifestyles but also fundamentally transforms them, in ways that no one can avoid. This inevitability has led to the emergence and growth of numerous educational programs through digital media, whether via social media platforms or dedicated educational platforms that are easily accessible to educators and learners alike. This integration of digital tools into education has become a pivotal step in adapting to and thriving within the rapidly advancing technological landscape.

The Educational Technology Transformation Program developed by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) is a concrete example of the need for digitalization in the future. This program not only simplifies the learning process but also actively promotes digital transformation. Its primary focus is on improving the quality of learning within Indonesia's education system. To support this goal, Kemendikbudristek has introduced several educational platforms. First, Merdeka Mengajar Platform aims to assist teachers, school principals, and educational offices in implementing the Merdeka Curriculum (Freedom Curriculum) (H. Wahyuni, 2024). It serves as a space for teachers to collaborate by sharing and accessing learning content or successful practices, thereby fostering innovation and creativity in teaching. Second, the Rapor Pendidikan Platform is designed to enhance the understanding of educational units such as Early Childhood Education (PAUD), Primary Education (Dikdas), and Secondary Education (Dikmen). This platform allows users to evaluate literacy, numeracy, student character, and overall learning quality. This information is crucial for shaping future improvements in education. In addition to academic initiatives, Kemendikbudristek has developed several platforms to address non-academic needs, which were: 1) SIPLah (School Procurement Information System): A digital marketplace facilitating the procurement of goods and services for schools; 2) ARKAS (School Activity and Budget Planning Application): Assists schools in planning their activities and budgets effectively; and 3) Tanya BOS: A discussion forum that connects schools, educational offices, and the management of School Operational Assistance (BOS) with the Ministry. These platforms signify a comprehensive effort to modernize Indonesia's education system by leveraging digital tools to enhance both academic and operational efficiency, ensuring the nation's education system remains competitive in the digital era.

The process of digitalizing education in Indonesia has strong potential to materialize quickly, supported by several key factors. One significant enabler is the widespread use of ICT (Information and Communication Technology) and the rapid growth of digital-based enterprises across the country. According to a 2018 survey by the Indonesian Internet Service Providers Association (APJII), Indonesia recorded 355 million mobile phone ownerships and 171 million internet users. These two factors strongly support the realization of educational digitalization, as Indonesia's education system increasingly requires integration with digital technologies. The high penetration of internet access and mobile devices provides a robust foundation for implementing digital tools and platforms in learning processes, paving the way for a more modern and accessible education system (Husnita et al., 2023).

Building on the above, education becomes a cornerstone of government efforts to drive progress toward achieving the Sustainable Development Goals (SDGs) by 2030, as outlined by the United Nations Forum agreement on August 2, 2015. Improving education for the Indonesian population will accelerate progress in achieving other objectives within the 17 SDG goals, particularly by enhancing Indonesia's Human Development Index (HDI). One of the key SDGs is Quality Education, which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Education plays a pivotal role not only in preparing the younger generation to act as agents of change who bring about transformation but also as agents of production who can create tangible and impactful innovations. Education should serve as a patron—not just within the confines of formal education, but as a driver of transformative thinking and innovative learning that fosters creativity and problem-solving skills among the nation's youth. By instilling innovative mindsets and encouraging sustainable practices, education empowers young people to act as innovative agents contributing to practical implementations of sustainable development concepts. In this way, education is expected to enhance Indonesia's competitiveness on the global stage, supporting the achievement of the SDGs by 2030. It lays the groundwork for a generation capable of significant and impactful contributions to sustainable, inclusive, and equitable development.

To successfully drive the digitalization of education, teachers, school leaders, and educational institution managers must take proactive and strategic steps. These efforts require a genuine desire and awareness of the importance of integrating digital tools and practices into the educational process. Teachers can foster creativity in digital learning by actively incorporating digital tools and platforms into their teaching. For example, by creating engaging content, such as animated videos or interactive presentations, to make lessons more appealing and accessible, and utilize online platforms and applications to facilitate collaborative and innovative learning experiences. Continuous professional development is also essential, as teachers need to enhance their digital literacy by participating in training programs, workshops, or online

courses that focus on educational technology and its applications. School leaders play a critical role by facilitating collaboration with other schools that have advanced digital facilities or collaborate with tech companies and educational organizations to access additional resources and expertise. They must also invest in adequate digital infrastructure, such as reliable internet access, digital devices, and learning management systems, to support technology-enhanced teaching and learning. It is also essential to promote a culture of innovation by motivating teachers to experiment with digital tools and rewarding efforts that enhance student engagement and learning outcomes. Educational institution managers should optimize existing digital resources within the institution and maximize their potential to improve teaching and learning, provide targeted training and development programs to enhance teachers' skills in using digital tools effectively, and develop a clear roadmap for integrating digital technology into the curriculum, including measurable goals and timelines for implementation. By working together, teachers, school leaders, and education managers can create a robust ecosystem that supports the successful digital transformation of education. These collaborative efforts ensure that students are better equipped to navigate the demands of a rapidly evolving digital world.

The ability of teachers to integrate information technology into teaching aligns closely with the demands of the Industrial Revolution 4.0, which enables educators to maximize the potential of information technology infrastructure, such as multimedia technology (Subawa et al., 2021). The learning process—comprising students, teachers, and the curriculum—forms an interdependent trio that cannot function effectively in isolation (Sari et al., 2021). Fundamentally, the mechanism of any learning activity falls under the category of communication, meaning the tools and facilities used can be categorized as learning resources (Oktaviani, 2019). Technology-based learning provides a solution to make education more efficient and effective when implemented in schools (Urva et al., 2021). Information technology empowers teachers to develop new, more efficient, and engaging teaching methods that resonate with students. Moreover, the use of appealing and interactive learning media has a demonstrable positive impact on improving the quality of education, particularly in primary education units (Utami et al., 2021). By leveraging technology effectively, teachers can enhance the overall learning experience, foster greater student engagement, and contribute to the advancement of educational quality. This underscores the critical role of integrating IT tools into modern pedagogical practices.

Community service activities are an essential means of sharing knowledge and addressing the challenges posed by the rapid advancement of globalization (Andriyani & Christy, 2018). LBBP D'King Study, a learning guidance institution, applies a disciplined approach to education and emphasizes precise and efficient concepts while striving to improve learning quality through the utilization of information technology. One innovative approach employed is the use of videos as alternative learning media, which aim to instill moral, religious, and traditional values by leveraging multimedia technology (Achmad et al., 2021). However, challenges arise as some educators at LBBP D'King Study lack adequate knowledge and skills in creating PowerPoint (PPT) presentations due to limited proficiency in utilizing information technology tools (Ikhwan et al., 2021). To address this issue, a practical solution is to conduct training sessions on creating teaching materials using Microsoft PowerPoint, a user-friendly and versatile presentation application that is well-suited for beginners. Using PowerPoint as a learning tool offers numerous benefits. It simplifies and enhances teaching by enabling educators to present material more clearly and efficiently while helping students focus better on the topics being explained. PowerPoint also fosters interactive learning, making classroom sessions more engaging and participatory, and supports teachers in maintaining better classroom management.

Teachers can contribute to improving the quantity and quality of education in Indonesia by implementing information technology-based learning (Rahman et al., 2021). Integrating digital technology into teaching materials makes the learning process more engaging and motivates students. This approach moves beyond traditional text-based methods by incorporating images, audio, video, and animation, fostering creativity and positively influencing students' learning behavior. In response to this need, the Research and Community Service Institute (LPPM) of STIE Y.A.I planned a community service initiative at the LBBP D'King Study, located in Kelurahan Tengah, Kecamatan Kramat Jati, East Jakarta Province. The program was themed "Educational Digitalization to Enhance Competitiveness Among Students of LBBP D'King Study". The community service team from STIE Y.A.I aims to improve the professional quality of individuals, particularly educators at LBBP D'King Study. These include raising awareness about the importance of digital transformation in education, especially in modern teaching methods. The team also empowers teachers with digital skills by providing training sessions that equip them to integrate digital tools into their teaching practices at schools and within LBBP D'King Study. Additionally, efforts are made to build familiarity with technology by encouraging both teachers and students to regularly incorporate digital technologies into the learning process, fostering a tech-savvy educational environment. By fostering an environment where teachers and students are accustomed to using technology, the initiative aims to improve educational outcomes and better prepare students to compete in a digitally driven world. The ultimate goal is to create a sustainable model of digital education that can be replicated in other institutions, thereby contributing to the overall enhancement of Indonesia's educational landscape.

METHOD

The Community Service Activity Conducted on May 24, 2024. The activity involved educators and active students registered with LBBP D'King Study (Student Learning Assistance Institution), located in Kelurahan Tengah, Kramat Jati District, East Jakarta. This community service initiative implemented several methods to ensure its execution was effective, efficient, and well-organized. The methods included: Presentation Method: Introducing the initial materials

related to technology-based learning. Training and Direct Assistance Method: Providing hands-on training and guidance to participants. Independent Practice: Allowing participants to apply the learned concepts independently. Table 1 describes the participants for the community service activity.

Table 1. Participants of the community service program

No.	Details	Number of people involved
1.	Number of teaching staff at LBPP	5 teachers
2.	Number of students taking courses at LBPP	16 Senior High school students
Total		21

The community service program was implemented over the course of one month. Its execution involved several stages, which included Preparation, Activity Implementation, and Evaluation. The details of these stages are outlined in Figure 1.

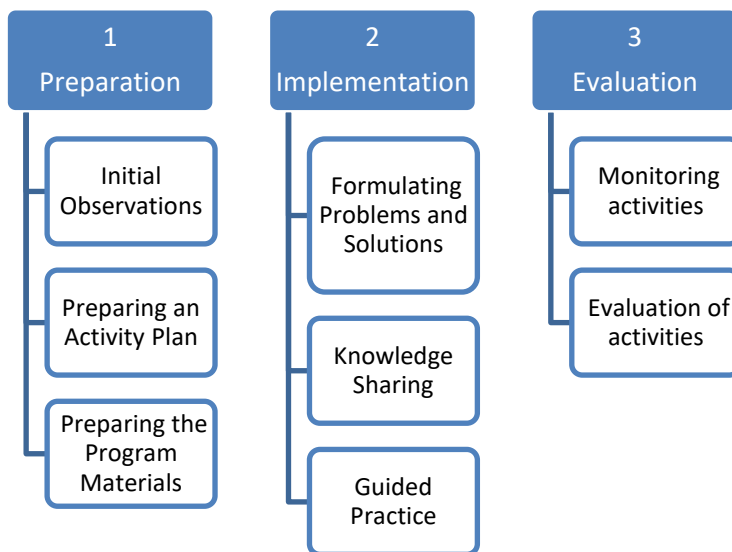


Figure 1. The stages in conducting community service program

As depicted in Figure 1, this community service program was carried out in three stages. The initial stage involved a needs analysis to assess the conditions and requirements of the institution, focusing on aspects such as curriculum facilities, teaching staff, reputation, and location.

Stage 1: Preparation

On May 3, 2024, before the implementation of the community service activities, the preparation phase included a direct survey conducted by representatives of the community service team. This survey involved discussions with the director, instructors, and management of LBPP D’King Study in Tengah Subdistrict, Kramat Jati District, East Jakarta. The reasons for choosing this location are as follows:

1. Continuation of Prior Initiatives
 This program was a follow-up to the Kartini Milenial, community service project held in November 2021 (Kurniawan et al., 2022) and Green Education community service project held in November 2023 (Kurniawan et al., 2024), which aimed to develop the entrepreneurial character of students at LBPP D’King Study.
2. Proximity to STIE YAI Campus
 The institution’s location near the STIE YAI campus allowed for seamless collaboration and access to resources.
3. Management Request
 The management of LBPP D’King Study specifically requested assistance to enhance: (1) digital skills for teacher, focusing on creating digital teaching materials to improve the quality of instruction; and (2) digital and basic accounting skills for students. In this context, high school students were trained to create digital presentations, a skill necessary for academic tasks in higher education, and to acquire basic accounting knowledge, which could benefit their future studies or careers.

This comprehensive preparation ensured that the program was tailored to address the specific needs of the institution and its participants effectively.

Stage 2: Implementation of the Activity

The community service counseling session was conducted on May 24, 2024, from 9:30 AM to 11:30 AM at the learning room of LBBP D'King Study. A total of 5 teachers and 16 high school students participated in the activity, which was held offline (in person). Activities during the session are as follows:

1. Opening Session

The opening session commenced with the singing of the Indonesian national anthem, Indonesia Raya. This was followed by a welcome speech from the director of LBBP D'King Study and the introduction of the community service team to the participants.

2. Pre-Test

The pre-test involved distributing a questionnaire to assess participants' initial understanding of two key areas: the basic concepts of digitalization in education and the fundamentals of digitalization in accounting.

3. Presentation

The introductory presentation provided structured information on two key topics: how to use digital media for technology-based learning and the basic concepts of digitalization in both education and accounting.

4. Training and Direct Assistance

This session focused on practical skills, guiding participants in creating and editing PowerPoint presentations. Emphasis was placed on developing engaging and visually appealing slides specifically designed for educational purposes.

5. Independent Practice

Participants were given the opportunity to independently practice their newly acquired skills by designing and improving their own digital learning materials and applying techniques learned during the session to enhance their skills further.

This structured approach aimed to ensure participants gained both theoretical knowledge and hands-on experience, empowering them to effectively utilize digital tools in their respective roles as educators and students.

Stage 3: Follow-Up and Conclusion

After the brief training session, the activities continued with several follow-up components to ensure the program's impact was assessed and celebrated. Activities during this stage are as follows:

1. Discussion and Q&A Session

Participants engaged in an interactive session to ask questions, clarify concepts, and discuss challenges or insights gained during the training.

2. Post-Test

A final questionnaire was distributed to assess the benefits and impact of the community service program. This evaluation aimed to measure the participants' understanding and the effectiveness of the knowledge and skills shared during the session.

3. Closing Ceremony

The closing ceremony included a brief social gathering allowed for informal interaction between the participants and the community service team. During this session, the community service team presented a token of appreciation to the director of LBBP D'King Study or their representative. A group photo session followed, marking the conclusion of the activity, fostering a sense of unity and achievement. The ceremony concluded with a thank-you speech by the STIE YAI faculty team and expressed gratitude to the director of LBBP D'King Study for facilitating the event.

The program concluded with well-wishes for the continued success and development of both institutions, emphasizing the hope for strengthened collaboration and progress for all parties involved.

RESULTS AND DISCUSSION

Before the implementation of the community service program, the educational practices at LBBP D'King Study, located in Tengah Subdistrict, Kramat Jati District, East Jakarta (Figure 2), highlighted significant challenges: (1) the institution had a small student body, with 21 students actively enrolled; and (2) the teaching practices relied primarily on traditional, manual methods, such as printed module books, worksheets, chalkboards, and whiteboards. There was limited awareness or application of digitalization concepts in education among the teachers. This gap in digital knowledge was the basis for the program, following a direct request from LBBP D'King Study's management. They sought to introduce digitalized teaching methods to enhance the teaching and learning processes at the institution (Figure 3).

The event commenced with an engaging opening session, moderated by Ms. Henni Handari, S.E., Ak., M.M., who served as the Master of Ceremonies. The session featured several key moments, including the singing of the national anthem, Indonesia Raya, a welcome speech by Ms. Lydia Kurniawan, S.E., M.Ak., the Chairperson of the Community Service Committee, and remarks by Mr. Budi Haryono, S.Si., the Director of LBBP D'King Study. In his speech, Mr. Haryono highlights the importance of digitalization in the institution's teaching framework. Following the opening ceremony, participants completed a pre-test questionnaire designed to assess their initial understanding of educational digitalization. The pre-test results provided insight into the participants' baseline knowledge, guiding the focus and customization of the training sessions. The detailed outcomes of the pre-test are summarized in Table 2 (referenced

below). This structured beginning helped establish the context for the activities and ensured alignment with the program's objectives.



Figure 2. The community service activities



Figure 3. The program for the community service initiative

The first session, titled "Training on Using Digital Media in Education for Educators at LBBP D'King Study," was delivered by Ms. Swesti Mahardini, S.Kom., MMSI. Key content of the presentation was as follows:

1. Impact of Technological Advancements: The rapid evolution of applications for gadgets and computers provides educators with opportunities to innovate in teaching. These opportunities demand proactive utilization by educators to integrate IT-based learning applications into their teaching methods.
2. Challenges and Opportunities for Educators: Educators must respond to these opportunities by designing engaging, digitally enhanced learning experiences that inspire students to engage in digital literacy. The role of teachers is shifting from being the sole source of knowledge to one of many accessible learning resources. In this new paradigm, teachers encourage active learning, where students use technology to independently explore and engage with educational materials.
3. Innovative Teaching Models: Teachers are expected to embrace innovation and adapt to modern educational challenges. According to Darwin and Achmad (2019), innovation and creativity in education—particularly in teaching—must evolve alongside educators' ability to apply these innovations. Notable examples include blended learning, which combines face-to-face instruction with online components, and e-learning, which offers fully digital learning experiences. Digitalization in education provides significant benefits, such as freedom and flexibility in accessing and accelerating the learning process, while also offering opportunities for both students and teachers to develop independence and self-management skills. Additionally, the integration of e-learning concepts enables schools to innovate teaching methods, promoting academic freedom and fosters an environment of collaborative and independent learning (Dito & Pujiastuti, 2021).

The first session aimed to achieve several outcomes for both teachers and students. For teachers at D'King Study, the session equips teachers at D'King Study with the skills to create better teaching materials in the form of engaging PowerPoint slides. It encouraged the use of interactive and communicative digital media to enhance teaching effectiveness and motivated educators to combine traditional teaching content with digital technologies to make learning more attractive and dynamic. For students, the session aimed to enable them to create PowerPoint presentations as a means of completing school assignments and to equip them with essential digital skills that prepare them for academic tasks in higher education. The session emphasized the role of digitalization as both a solution to current educational challenges and a tool for innovation in teaching and learning. By leveraging technology, educators and students alike can enhance their skills and actively participate in a more engaging and modernized educational experience (Karyadiputra et al., 2020).

The second session, titled "Provision of Information and Learning Strategies in the Context of Educational Digitalization & Introduction to Digital Accounting," was delivered by Dr. Tikkos Sitanggang, S.E., S.H., M.M. Ak, CA, CPA, CPI. The key content of the presentation is as follows:

1. **Relevance to High School Students:** The session was tailored to the participants, focusing on accounting as part of the economics curriculum in high schools. Students were introduced to accounting as a potential field of study at the tertiary level, emphasizing its future relevance in education and career paths.
2. **Transition to Digital Accounting:** The transition to digital accounting represents a significant shift from traditional, manual accounting processes to automated, technology-driven systems. Traditional accounting processes involve time-intensive, manual documentation and calculations. Digital accounting automates processes, where transaction records are directly entered into a system, generating comprehensive financial reports (e.g., profit and loss statements, balance sheets) in real time. The digitalization of accounting holds great significance, as it provides accurate and fast financial information, essential for monitoring business performance and making informed decisions (Nugroho et al., 2024).
3. **Impact of Digitalization on Accounting Practices:** Digital accounting offers benefits in terms of efficiency and innovation. By reducing manual tasks, it enables accountants to focus on creative, value-driven activities that support business competitiveness and enhance decision-making. The role of accountants has evolved with advancements in technology, transforming their functions to include more strategic functions, such as management support and value creation. Several studies have highlighted the impact of digitalization on the accounting profession (Julianto et al., 2022; Knudsen, 2020; Savić & Pavlović, 2023). The introduction of digital technology has led to changes in accounting processes and decision-making in management accounting (Menne et al., 2022). Digitalization has reduced the volume of manual work, allowing accountants to use part of their efforts for more creative purposes, supporting management in its efforts to improve competitiveness and create corporate value (Aifuwa, 2020; Julianto et al., 2022).
4. **Hands-On Learning for Students:** This session was focusing on hands-on learning with basic accounting software and technologies (Cahyani & Nurabiah, 2023). Examples of simple accounting programs were demonstrated through video tutorials, giving participants a glimpse of how these tools are used in the workplace for managing, processing, and analyzing financial data.

There are several outcomes achieved by teachers and students in the second session. For both groups, the session improved understanding of digital accounting concepts and its importance in modern business environments. It also raised awareness of how accounting has transitioned into a digital framework, emphasizing the significance of adapting to these changes for better efficiency. For students specifically, the session provided knowledge of accounting software they may encounter in their future academic or professional journeys. Additionally, it enhanced readiness to pursue accounting as a field of study or career.

The presentation concluded with an emphasis on the critical role digital tools play in education and accounting, empowering both educators and students to adapt to and excel in an increasingly digital world. Documentation of the first and second sessions is available in Figure 4.

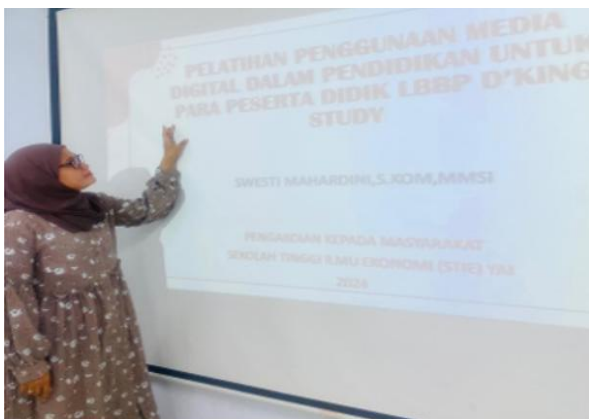


Figure 4. The main speakers delivered training materials on the use of digital media in education and an introduction to accounting digitalization

After the material presentations, participants engaged in a brief hands-on training session on creating PowerPoint presentations (PPT) (Wahyuni et al., 2020). Participants were tasked with creating a PowerPoint presentation related to their respective subjects, incorporating visual design, structured content, and digital tools to enhance learning experiences. Teachers developed teaching materials such as Mathematics instructional slides, demonstrating creative use of digital tools to make lessons more engaging. During the activity, participants were also introduced to one of the accounting software programs as part of the digitalization initiative. This session aimed to familiarize participants—particularly high school students and educators—with basic features and functionalities of accounting software. The software's layout and navigation were demonstrated to ensure ease of use for beginners. The practical application of the knowledge gained during the workshop was shown in Figure 5 and 6.

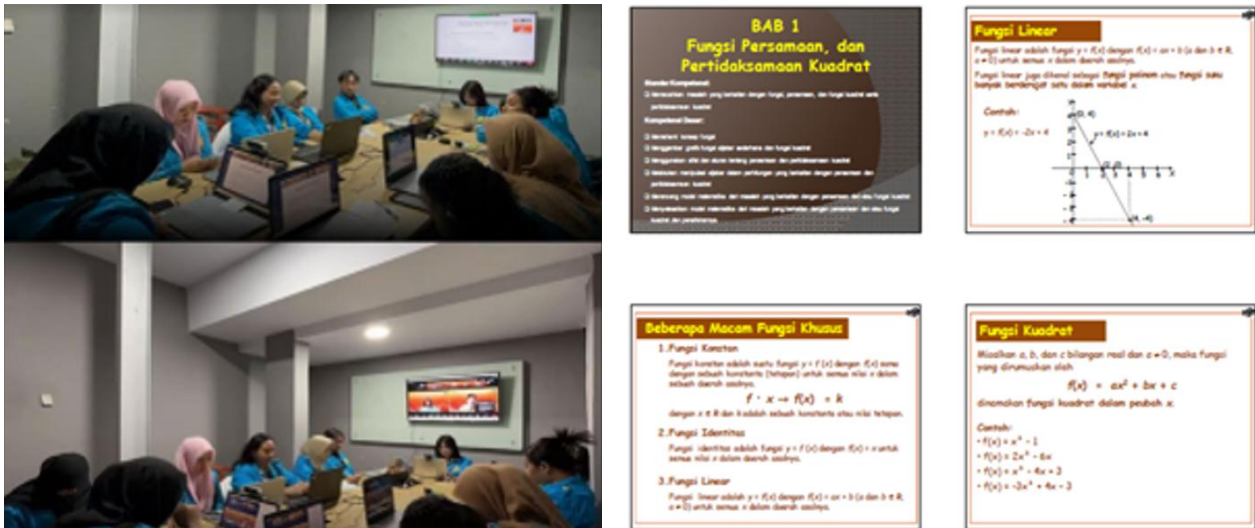


Figure 5. Teachers and students actively participate in the training session, guided by the community service team.



Figure 6. The interactive demonstration of the accounting software.

At the end of the short training on creating teaching materials, participants were given a post-test questionnaire (Table 2). This served as an evaluation tool for the community service team to assess the impact of the program on the participants' knowledge and understanding. A total of 21 respondents, comprising educators and students, participated in both pre-test and post-test evaluations. The comparison of pre-test and post-test results revealed a significant improvement in participants' knowledge. After the program, 81% of participants demonstrated a clear understanding of digitalization concepts in education and accounting (Table 3). This result shows that the program effectively enhanced the participants' comprehension and awareness of digital tools and practices in both education and accounting. The increased understanding among participants indicates that the community service program successfully met its objectives of introducing and familiarizing participants with the concepts of digital education and accounting digitalization. Table 3 provides a detailed breakdown of the results, showcasing the percentage improvement in knowledge and understanding among the respondents.

Table 2. Multiple-Choice Questionnaire

No	Questions for Pre-test	No	Question for Post-Test
1	What is meant by digitalization of education?	1	What is meant by digitalization of education?
2	Mention what factors influence school education?	2	Mention what factors influence school education?
3	What is the meaning of understanding technology-based learning media?	3	What is the meaning of understanding technology-based learning media?
4	What is the Green School concept?	4	What is the Green School concept?
5	Since when does someone attain religious, general and technological knowledge?	5	Since when does someone attain religious, general and technological knowledge?
6	Which of the following are media tools for creating digital presentations?	6	Which of the following are media tools for creating digital presentations?
7	What is meant by digitalization of accounting?	7	What is meant by digitalization of accounting?
8	What are the benefits of accounting technology today?	8	What are the benefits of accounting technology today?
9	Below is an example of accounting software?	9	Below is an example of accounting software?
10	Which of the following is not a challenge for the accounting profession in the digital era?	10	Which of the following is not a challenge for the accounting profession in the digital era?
11	N/A - Evaluation Questions	11	What do you think about the method of delivering material in this community service activity?
12	N/A - Evaluation Questions	12	What is your level of satisfaction with the facilitator or speaker in delivering the material?
13	N/A - Evaluation Questions	13	Do the presenters at this event master the material presented?
14	N/A - Evaluation Questions	14	Do you feel this program is relevant and useful for your job or organization?
15	N/A - Evaluation Questions	15	What are your hopes after participating in this program in training on the use of digital media?
16	N/A - Evaluation Questions	16	After this program, do you expect the next program to be sustainable?
Total	10	16	

Table 3. Pre-test and post-test results of trainee knowledge evaluation

Evaluation Category	Pre-Test (Respondents, %)	Post-Test (Respondents, %)
Good	10 (47.6%)	17 (81.0%)
Fair	9 (42.9%)	4 (19.0%)
Poor	2 (9.5%)	0 (0.0%)
Total	21 (100%)	21 (100%)

CONCLUSION

This community services program successfully improved the participants' awareness of the importance of digital transformation in education and equipped skills for LBBP D'King Study educators to integrate digital tools into their teaching practices. It also deepened participants' understanding in digital accounting concepts, its significance in modern business and the shift toward digital frameworks. The program was met with enthusiasm, demonstrated by active engagement during the question-and-answer sessions, where participants sought to deepen their understanding. The participants, especially the teaching staff, played an active role in a short exercise in the process of creating interesting and interactive learning media. They tried to create learning materials using Power Point presentations, while the students were very interested in watching video tutorials on running one of the simple accounting programs. Participants expressed hope for future extension activities related to continued understanding of the concept of digitalization in learning with different themes, for example making teaching videos with the Canva application or doing simple bookkeeping with accounting programs or software. These aspirations demonstrate the participants' eagerness to adapt to and become familiar with digital technology.

With technology, students can learn in a way that is more interactive, creative, and according to their needs. Apart from that, technology can also simplify teachers' administrative tasks and increase learning efficiency. However, there are challenges in implementing technology inclusion in the curriculum, such as the digital divide and security. Therefore, appropriate strategies and training for teachers are needed to ensure the successful use of technology in learning. With the inclusion of technology in the curriculum, students will be ready to face an increasingly digital and competitive future.

ACKNOWLEDGEMENT

We would like to express our gratitude to all our colleagues who have provided immense support, both morally and materially. Our sincere thanks also go to LBBP D'King Study, as a partner in community service activities, as well as to the Chairperson of STIE Y.A.I and the Head of LPPM Y.A.I, for granting us the opportunity to carry out this community service activity. We also extend our appreciation to the lecturers and staff of STIE Y.A.I for their encouragement and support. We hope that this writing will be useful for students, lecturers, and society at large. This simple piece is intended to serve as a resource in the field of community service, focusing on the importance of digitalization in education for students and educators. Hopefully, community service activities focusing on the development of digital education will continue to be carried out regularly, as information systems and technology are advancing rapidly in this era.

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