



# **Role of Learning Accountancy in Increase Literacy Finance Vocational High School Students**

**Nur Aliah\*, Miftha Rizkina, Savanda Harianty**

Universitas Pembangunan Panca Budi

## **Abstract**

This study aims to identify role learning accountancy in increasing literacy finance vocational high school students majoring in accounting at SMK Negeri 1 Medan. Literacy finance become an essential skill for the young generation to manage finances personally, especially in the middle of the modern economy and the development of technology. Learning accounting in vocational schools is designed to give knowledge and theoretical and practical skills in management finance, which is expected to form attitudes and behaviours of positive finances. Research This uses a descriptive qualitative approach, with semi-structured interviews of 16 students majoring in accounting. Focus interview covers aspects of curriculum, learning methods, practice learning, use of technology accounting, and evaluation learning. Research results show that learning accountancy contributes significantly to the literacy of finance students, particularly in aspects of knowledge finance, skills management finance, attitude to finance, and behaviour finance every day. However, it was found that there is a need for multiple practices based on the case, improved use of technology accounting, and strengthened evaluation based on the project. Research This concludes that learning accounting in vocational schools can become an effective means of increasing the literacy of finance students. However, several aspects of the curriculum and learning methods still need repair for more optimal results.

**Keywords:** Learning Accounting, Literacy Finance, Vocational High School Students, Technology Accounting, Behavior Finance.

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## **\*Correspondence Author:**

[nur.aliah@dosen.pancabudi.ac.id](mailto:nur.aliah@dosen.pancabudi.ac.id)

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## INTRODUCTION

Literacy finance is the skills and knowledge of the basics needed and controlled by individuals in the era of globalisation and digitalisation. This skill helps somebody make decisions on finance based on correct information, understand product existing finances, and compile plan management finance personnel. However, the literacy finance generation, including vocational school students, is still classified as low. The results of the OJK survey show that literacy finance in Indonesia among teenagers is Still low: “Almost 60% or 6 out of 10 teenagers Not yet literacy” (OJK, 2019). Vocational school students need literacy and good finance to be more productive in the work or the business they manage.

Vocational high school students majoring in accountancy often understand good theory related to accountancy, but they experience difficulty applying drafts for management finance personnel. A study by Rahmawati et al. (2021) showed that although students in accountancy understand the basics of bookkeeping and reporting finance, many still lack enough knowledge in practice management finance personnel.

Low financial literacy can make somebody prone to errors in financial management, such as being consumptive and overdone, trapped in debt, or Not Ready to face a sudden financial need. Therefore, literacy in sound finances is critical, especially for young people who will enter the world of work and face challenges as the economy grows complex.

Studying this is very important to remember the importance of knowledge of finance Vocational high school students and their roles in learning accountancy in increasing skills. Research This will contribute to literature education, especially those related to the connection between curriculum accounting and the needs of literacy finance students. This research is also expected to describe how lesson accountancy has contributed to the improvement of knowledge of finance students.

## Behavioural Financial Theory

Behavioural finance theory studies how psychological aspects influence individual and group financial decision-making. The theory emphasises that financial decisions are not always rational, as classical finance theory assumes. Cognitive biases, such as overconfidence, anchoring, and loss aversion, often influence individuals, leading to irrational behaviour.

In context, literacy finance, understanding behaviour. This is important because many students use service finance, such as e-wallets or online loans, without understanding adequate risk. Recent research shows that technology finance, such as digital wallets and application investment, influences the behaviour of finance students, primarily related to styles of consumption and money management (Siskawati & Ningtyas, 2022).

## Literacy Model finance

The iteration model of finance is a framework used to understand and measure the level of understanding somebody has about finance concepts. This model is very useful in your research because it can help you identify aspects of literacy that finance is most relevant for vocational high school students and design effective learning interventions.

The literacy model of finance is a helpful framework for understanding and improving someone's ability to manage finances personally with effective and responsible answers. This model has become a runway in financial education, especially for students, because it aims to prepare them to face challenges in finance in life. Literacy and strong finances can push people to make more decisions. They are good at planning finance and investment terms.

### Connection Learning Accounting and Literacy Finance

Learning to account at the level of School Intermediate Vocational (SMK) with a major in Accountancy is designed to provide the students with relevant competencies in the field of finance and accounting. Subjects accounting in the department This not only gives an understanding of management finance but also trains skills that are very important and practical to apply in the world of work or life every day. Learning accountancy is vital in increasing the literacy of finance vocational school students, who can understand and manage finance wisely.

### Impact Learning Accountancy to Literacy Finance Vocational High School Students:

Learning Accounting in vocational schools plays a significant role in increasing the literacy of finance students with the method:

1. Forming pattern thinking in structured finance: Vocational high school students majoring in accounting tend to be more disciplined about managing finance because they are used to recording and analysing finance.
2. Increase awareness about the importance of planning finance: Learning about budgeting and bookkeeping helps the student understand the importance of planning finance for the future and reduces the risk of excessive finances.
3. Growing attitude-wise in managing finance personnel: Students are taught to have a more positive attitude and responsible answer in matters of finance, which will be very useful in life after graduation.

### METHOD

The approach used in the study is descriptive qualitative. Gumanti et al.'s (2018) research describes a phenomenon, especially with the press right to issue about What happened, didn't it to Why matters That happened. The descriptive qualitative method is handy for deeply understanding phenomena, society, and nature. Using this method, the researcher can significantly contribute to developing knowledge and solutions to social. Qualitative methods are survey methods used to obtain data from place-specific natural characteristics. The primary study is the data collected in words, narrative, No numbers, and research. This focuses on meaning that is more understanding-oriented and constructed by participants in a particular context; research is a very concerning context Where a phenomenon happened, which can give a more holistic understanding.

In research, This data collection was carried out with the interview method direct to the party.

The approach method used to solve the problem is the method:

1. Conducting Q &A discussion forums Good in a way direct and also No direct about role learning accountancy in increase literacy finance in vocational school students
2. Provide direction and an opening outlook and increase understanding of vocational school students, which is important for increasing literacy and finance.

**Table 1.** Interview Topics

Topic	Indicator	Definition
Learning Accountancy	Curriculum Accountancy	Evaluate the material taught, including draft-based accounting, report finance, budgeting, and taxes.
	Teaching Methods	Inspect teachers' approaches, such as lectures, discussions and practice in learning accountancy.

Topic	Indicator	Definition
	Practice Learning	See existing practice Work field or simulation as part of learning accountancy.
	Use Technology Accountancy	Evaluate using soft or digital devices or tools taught to support ability accountancy.
	Evaluation Learning	To measure students' understanding, measure effectiveness evaluations, such as assignments, exams, or projects.
Literacy Finance	Knowledge Finance	Understanding students about draft-based finance like saving, investing, interest, and debt management.
	Skills Management Finance	Ability student to manage expenditures, compile budgets, and plan finance personnel.
	Attitude to Finance	Students perceive it as important to manage money wisely, including an attitude toward debt and saving.
	Behaviour Finance Daily	Habit students in matter spending, saving, or making financial decisions daily.
Impact Learning To Literacy Finance	Understanding Draft Finance in Life Real	How students apply draft finance taught in life daily.
	Improvement Attitude Financially Responsible	Attitude student to management finance after getting lessons in accounting, including insufficient answers in money management.
	Planning and Management Finance Long- term	Ability students to make planning finance more personal and mature, such as for savings or future investment.

Source: Researcher Data (2024)

The following are steps that can be taken to do a technique interview directly:

1. Preparation Question Interview  
Create a list of relevant questions and structured interviews to explore role learning accountancy in increasing literacy finance. Questions must be in-depth, exploratory, and focused on aspects key to literacy finance, such as knowledge finance, skills management finance, attitude towards money, and behaviour finance daily.
2. Election Participant  
Determine criteria for participants' interviews in the study. This is a student majoring in accounting in Grade 12, where more participants experienced in learning accountancy tend to have a better understanding and can give more reflective answers.
3. Implementation Interview  
Interviews should be conducted in a comfortable place for students, such as in the school environment, to create a supportive atmosphere and participation. During the interview, use a semi-structured approach, where you have a guide question. However, it is still flexible when researching topics based on student responses. This allows participants to share experiences and opinions in a more accessible way.

## RESULTS AND DISCUSSION

Literacy finance is understanding and applying draft finance bases like money management, planning finance, investment, and economic decision-making. As students who study accounting, competence literacy in finance is expected to be one of the main results of the

learning process. Learning accounting at SMK Department Accountancy is designed to provide practical skills and an understanding of theoretical principles of accounting and management finance.

**Table 2.** Interview Results Analysis

<b>Aspect Literacy finance</b>	<b>Analysis results</b>
Knowledge Finance	Curriculum and methods include learning accountancy in a way that generally gives an understanding of principle-based accounting and concepts of literacy finance, such as budgeting and record keeping.
Skills Management Finance	Practice learning and using technology accounting (accounting software), training students to manage report finance independently. However, some students feel they need more exercise.
Attitude to Finance	Learning accountancy forms an attitude of more responsible answers to management finance personnel, primarily through in-depth evaluation and feedback from the teacher.
Behaviour Finance Daily	Several students confess that I started to apply to learn accountancy in life every day, such as taking notes on expenditures or making budgets simple.

Source: Processed Writer

Study This study benefits learning accountancy by increasing literacy in finance among vocational high school students majoring in accounting. Based on the results of the interviews with 16 students, several points were found important and relevant to literacy finance, including knowledge finance, skills management finance, attitude to finance, and behaviour finance daily.

1. Curriculum Accountancy

Curriculum accounting in vocational schools is designed to give the basic knowledge relevant to finance and accounting to meet the needs of the world of work. Based on the interview results, most students feel the curriculum is relevant and applicable. Still, there are notes that several materials are considered too congested or lack depth. Relevance with Literacy Finance: Relevant curriculum gives foundation theory accounting that helps the students understand draft bases like report finance, bookkeeping, and budgeting. Knowledge is essential in building literacy in finance because students can understand how finance is managed well in context, individuals, and organisations.

2. Learning methods

The learning methods used, such as discussions, lectures, simulations, and approach projects, were assessed for effectiveness by students. However, there is still input that practice learning needs more often than theory. Relevance with Literacy Finance: Methods such as simulation and study cases vary, which help the students to hook theory with the actual situation. This strengthens understanding of draft management finance, such as compilation budget personal or analysis report finance.

3. Practice Learning

Practice learning is considered one of the most valuable aspects of building student skills. Most students feel that practice gives them real experience in understanding cycle accounting. Relevance with Literacy Finance: Practice learning allows students to apply theory to real situations, such as making income statements, balance sheets, and journal transactions. This increases their skills in managing finance, which is good in a way that is both individual and professional.

#### 4. Use Technology Accountancy

Using technology accountancy like MYOB and Excel applications is considered to help the student understand the recording process finance more efficiently and supportive of their digital literacy. Relevance with Literacy Finance: Technology This makes it easier for students to manage financial data quickly and accurately, providing experience directly using standard software in the world of work. Technology also improves productivity and prepares students for the digital age.

#### 5. Evaluation Learning

Evaluation learning, such as exam practice, assignment projects, and discussion groups, helps students understand the progress made in learning to account. Relevance with Literacy Finance: Evaluation based on projects, such as compilation, report finance, or analysis of budget, helps students hone skills they have in time management finance.

The research results can also discuss the influence of Learning Accountancy on Literacy Finance that is:

1. Knowledge Finance: Students learning accountancy show an improved understanding of finance basics, such as recording transactions, compiling financial reports, and analysing budgets. This has become an essential foundation for literacy finance students.
2. Skills Management Finance: Practice learning and using technology to help students control skills management finance, such as making budgets, note-taking expenditures, and evaluating finance. These skills are important for daily life and in the context of professional life.
3. Attitude to Finance: Students show a more positive attitude toward management finance through evaluation and approach based on the project. They feel more responsible for compiling budgets and managing finances wisely.
4. Behaviour Finance Every: Some students start Applying draft learning accountancy in life, like taking notes on expenditures daily, compiling budgets, and making more finances rational.

## CONCLUSION

### Conclusion

Learning to account for in vocational school Majors accountancy significantly impacts the literacy of finance students, especially in aspects of knowledge, skills, attitudes and behaviour finance. Thus, there is a need for the following:

1. Increase flexibility and depth of curriculum.
2. Multiply practice based on case real.
3. Intensify uses technology accountancy.
4. Evaluation learning should be done regularly by giving bait to return deep.

Repairing this will optimise the impact of learning accountancy on literacy finance students and prepare them to become more individually competent in managing finance.

### Limitations

#### 1. Scope of the Study

This study is limited to 12th-grade accounting students at SMK Negeri 1 Medan. It does not include students from other majors or institutions outside the school.

#### 2. Research Subjects

The research participants comprised 16 students selected based on their experience in accounting classes.

### 3. Research Approach

The study employs a descriptive qualitative approach, collecting data from semi-structured interviews. It did not conduct quantitative surveys or experiments to examine causal relationships.

## Research Implications

### For Students

1. **Enhancing Personal Skills:** The study indicates that accounting education fosters students' skills in managing personal finances. This implication is essential for instilling a structured financial mindset, such as budgeting and expense tracking, which better prepares students to face financial challenges after graduation.
2. **Developing Financial Responsibility:** Students can develop wiser financial attitudes through structured accounting education, including saving and avoiding consumptive behaviour.

### For Education Policymakers

1. **Recommendations for National Curriculum Development:** This study's findings can serve as a reference for policymakers to strengthen financial literacy components within the accounting curriculum at vocational high schools (SMK). Financial literacy should be a core competency that students must achieve before graduation.
2. **Evaluation of Vocational Education Programs:** The study's findings can inform the evaluation of vocational education programs at SMK to ensure they are more aligned with the demands of the workforce and real-life challenges.

### For Future Researchers

1. **Research Development:** This study opens opportunities for further research on how other variables, such as family environment or access to financial technology, influence students' financial literacy.
2. **Quantitative Approach:** While this study employs a descriptive qualitative approach, future researchers can adopt a quantitative approach to more comprehensively measure causal relationships between accounting education and financial literacy.

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