



The Empowering Future Accountants: A Hands-On Approach to Digital Transformation in Accounting Education Through Cloud-Based Tools

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Abstract: Accounting profession is rapidly evolving with the integration of digital technologies, requiring early exposure and training of future accountants. The community service program focused on high school students aimed to educate them about accounting digital transformation through a seminar and hands-on workshop using the Accurate Online accounting application. The program combined service learning with experiential learning structured using IPARD model to enhance students' knowledge of cloud-based accounting systems and practical accounting skills. The event, which consisted of grades 11 and 12 high school students, demonstrated significant engagement and increased comprehension of digital tools in accounting practices. The program is not only expanded students' awareness of cloud-based tools but also established a foundation for long-term educational collaboration.



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Introduction

Today, the world of accounting has experienced major changes due to the rapid advancements in technology. The accounting field has undoubtedly transformed with the rise of the digital age. Every aspect of business has smoothly incorporated an accounting information system into its digital accounting processes. In the business world, an accounting information system involves the strategic utilization of technology to collect, document, store, and analyse data. The goal is to derive valuable information that facilitates well-informed decision-making¹.

Businesses and organizations are increasingly dependent on digital platforms for financial tasks, causing traditional accounting procedures to become outdated. The evolving accounting profession necessitates digital transformation in accounting

¹ Romney, Marshall et al. *Accounting Information Systems (15th ed.)* Pearson Education Limited, 2019.

education to provide individuals with the necessary technological and digital capabilities². Accounting graduates entering the industry must possess both a solid understanding of accounting principles and practical experience utilizing cutting-edge digital technologies. This change is not just centred on keeping up with technological advancements, but also on ensuring that the future workforce is sufficiently prepared to navigate the complexities of modern accounting. Moreover, they must be equipped to handle tasks and roles considering automation and technology advancements. However, many accounting students still face challenges adapting to the evolution of digital era such as limited access to hands-on practice with real-world applications, gaps in curriculum alignment with current industry tools and lack of guidance to cloud-based technologies³. Without sufficient training opportunities, students may struggle to meet industry expectations upon graduation.

Integrating digital tools and platforms has become critical across multiple industries in today's ever-changing technological landscape. The field of accounting is no exception, as it experiences a profound transformation through the adoption of accounting online applications⁴. Educational institutions should include digital technologies into curriculum studies and offer hands-on training to prepare the next generation⁵. Recognizing the importance of preparing the next generation for the digital era, it is necessary to introduce to high school students as the future accountants the fundamentals of accounting through cutting-edge digital tools⁶.

The organization must adjust to technological advancements as the accounting profession undergoes significant changes. In the future, accountants will be required to receive training in digital technologies, including big data and cloud computing, as well as to comply with a growing number of regulations, including taxation, new forms of corporate reporting, integrated reporting regulations, and globalization (outsourcing accounting services). The integration of cloud computing and the use of accounting information systems, which is referred to as cloud accounting, is one of the accounting digital transformations. The accounting profession has been elevated to a new level by cloud accounting⁷.

Accurate accounting software application is a cloud-based accounting software

² Gulin, Danimir et al. *Digitalization and the Challenges for the Accounting Profession*. Entrenov (2019), 12-14.

³ Shamsudin, Adriana et al. *Adapting to Changing Expectations: Accounting Students in the Digital Learning Environment*. International Journal of Information and Education Technology (2023), 13(1)

⁴ Moll, J., Yigitbasioglu, O., *The role of internet-related technologies in shaping the work of accountants: New directions for accounting research*, The British Accounting Review (2019), 51(6).

⁵ Eskandari Torbaghan, M at al. *Preparing students for a digitised future*, IEEE Transactions on Education (2022), 1-10.

⁶ Efe Efosa, Ehioghiren et al. *Cloud-based Accounting Technologies: Preparing Future-Ready Professional Accountants*. (IJISRT,2022), 7(2)

⁷ Soiban, Raihan. *The Concept of Cloud Accounting and its Adoption in Bangladesh* (International Journal of Trend in Scientific Research and Development, 2019), 1261 - 1267

tool that offers a comprehensive suite of features to assist business owners in the management of their accounting information system⁸. It is one of the most innovative digital tools that has transitioned from desktop accounting to cloud-based accounting services and has played a critical role in the transformation of the accounting landscape. Despite the fact that the tool has been integrated into the curriculum of accounting studies at certain levels of education, such as universities, it is still necessary to raise awareness and provide training on the significance of accounting digital transformation in certain high schools.

Given the absence of socialization of knowledge regarding accounting digital transformation, it is imperative to conduct seminars and workshops as a community service in high schools to underscore the significance of technological innovation for the student. Accounting and Data Analytics Study Program collaborate with Directorate of Marketing and Communication of Swiss German University together with SMK Atisa Dipamkara conducted short seminar and workshop simulation for high school students of class 11 and 12 on 17th November 2023, located in Karawaci, Tangerang. The objective of the activity as part of community service is to socialize and underline the relevance of accounting digital transformation on accounting education and profession, particularly for future accountants in digital era.

Method

The method of activity of this event is combination of service learning and experiential learning through seminar and workshop simulation. Service learning serves to reestablish the connection between institutions and communities and has a beneficial effect on students' inclination to engage in community service⁹. Team of lecturers of the Accounting Study program conducted a brief seminar to highlight the importance of accounting digital transformation in the community. The unique characteristics of the digital era in relation to the accounting profession are explained and encourage students to be receptive and responsive to the evolving needs in this field. Then, it follows with workshop simulation for students. This structure integrates service learning in the form of community engagement through the seminar, while experiential learning is embedded in the hands-on workshop where students actively apply what they learn.

The workshop simulation is hands-on activity followed by feedback from students. Hands-on learning is a pedagogical approach that involves instructing students to actively investigate their surroundings and engage in experimental activities. The hands-on environment is stress-free, allowing students to experiment

⁸ Accurate.id, retrieved on 20th December 2024, <https://accurate.id//>

⁹ McCarthy, Anne M. et al, *Encouraging community service through service learning* (Journal of Management Education, 2002), 629-647

repeatedly and learn from their errors¹⁰. Through this method, students are not only introduced to concepts but are directly involved in using digital accounting tools, thus reinforcing learning through practice.

The community service activity was conducted by using the IPARD model framework. IPARD model is a structured approach in service-learning activities consisting of Investigation, Preparation, Action, Reflection, and Demonstration¹¹.

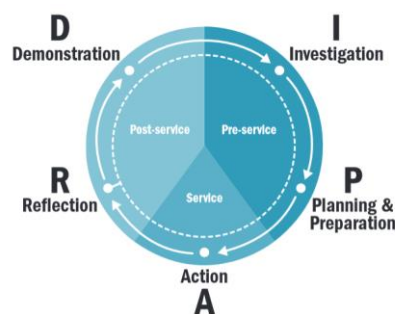


Figure 1. The IPARD Framework

Investigation

Accounting Study Program held discussion with the team of Directorate of Marketing and Communication in October 2023 to plan a proposed community service activity. Once the discussion concluded, the team forwarded the activity proposal to the targeted and school partners. The objective is to identify which schools require assistance in enhancing their students' knowledge and hands-on learning experience through the proposed community service.

Planning and Preparation

Team of Directorate of Marketing and Communication began coordinating with the study program for the preparation of activity after receiving reply from targeted school. Prior to the service, accounting study program formed a team of community service consisting of lecturers and students. In this stage, a meeting was held to discuss and agreed on activity's implementation. Team from study program prepared the resources, including instructional materials and Accurate accounting application in

¹⁰ Admane, Manisha R. et al, *Skill Development of Students through Hands-on Workshop* (Journal of Engineering Education Transformations, 2021), 251-256

¹¹ Magnified, Giving. *IPARD Service-Learning Process*. <https://www.mgprograms.org/ipard-service-learning-process/> (accessed July 25, 2024)

collaboration with academic partner.



Figure 2. Preparation Meeting for Activity

Action

The action stage is conducted based on identification and preparation from the community service team. The final goal of community service is to provide training and mentoring to enhance the knowledge and skills¹². The community service team collaborated with team of Directorate of Marketing and Communication to convey the preparation to the targeted school on how to employ the method of service. The implementation of the community service was tailored specifically based on the school's needs.

Reflection

Reflection in community service learning is an essential component for connecting involvement of activities to goal achievement. It also can increase critical thinking and civic values development¹³. In this stage, team of community service mapped the planned activities to those carried out in the field. The reflection outcomes of activities serve as an evaluation tool for developing future programs, assuring the continuous development and effectiveness.

¹² Yulianti, et al. *Pelatihan Penyusunan Modul Guna Meningkatkan Kualitas Literasi Bagi Guru Sma Negeri 4 Purwokerto*. (BEMAS: Jurnal Bermasyarakat, 2021), 1(2), 88–94

¹³ Richard, D. et al. *Pathways to Adult Civic Engagement: Benefits of Reflection and Dialogue across Difference in Higher Education Service-Learning Programs* (Michigan Journal of Community Service Learning, 2016), 23(1), 60-74

Demonstration

Followed-up activities of program accomplishment are resumed with the targeted school to establish long-term collaboration. The summative assessment method of service-learning program includes survey to evaluate student engagement or teamwork presentations¹⁴. Students as part of community service team demonstrate their learning and community impact through their academic exams for continuous improvement and achieving academic goals of study program.

Result

The Accounting and Data Analytic Study Program of community service activity was carried out at SMK Atisa Dipamkara lab school on 17 November 2023 accompanied by team of Directorate of Marketing and Communication as follows:

Investigation Analysis at SMK Atisa Dipamkara

The students at SMK Atisa Dipamkara have received seminar and workshop of Accurate accounting software application from another education institution. However, the seminar and workshop of accurate limited to offline accurate application. On the other hand, SGU's accounting data analytic brought the seminar and workshop about online accurate application which provide current implementation of the accurate. Due to high mobilization of the business users, they prefer to have online accounting application that make their able to control and monitor their business activities. In addition to this, the accurate provide them with online software application. Many students' enthusiasm to attend the workshop and seminar as they expect to get update and new knowledge from that accounting application. The transition from offline to online tools enabled student to engage firsthand on how technology improves business flexibility and accessibility which strengthened their knowledge about the current direction of digital accounting practices.

Preparation

The seminar and workshop were conducted in the computer lab, which was prepared by the lecturer at SMK Atisa Dipamkara. The accounting lecturer was responsible for the preparation of the seminar and workshop materials. The school provides each student with their own desktop in the computer lab, and the materials are distributed to them through an online desktop database. Consequently, the materials were present on each desktop prior to the commencement of the seminar and

¹⁴ Queiruga-Dios et al. *Assessment Methods for Service-Learning Projects in Engineering in Higher Education: A Systematic Review*. (Frontiers in Psychology 12, 2021),1-12

workshop. For the workshop, the material provided in the module which divided into 6 sections i.e., database module, purchasing module, sale module, inventory module, asset module and financial module and the module contents is in softcopy that distributed to the student. Two accounting students from SGU were responsible for the seminar and workshop. They were responsible for assisting and advising the student who encountered difficulties during the practicum, as well as distributing the materials to the students. This preparation ensured that students had direct access to the app and content needed for practice which enabling smoother engagement during the simulation and reinforcing their technical familiarity.

Implementation

The company's database was initially filled out by the students. Before conducting the transaction, this serves as a preliminary step. The database of the company comprised the following: the name of the company, the chart of accounts, inventory information, asset information, vendor datasets, and customer datasets. Upon completion of the database, the students proceeded to record the transaction. During the transaction recording phase, a source person and students recorded each transaction individually, beginning with the purchase, sales, inventory, asset, and financial statement modules. By doing so, students can comprehend the process of recording business transactions in Accurate software application. Through the task stages in digital accounting process, students learned to understand how transactions are structured and processed in a cloud-based environment.

Reflection

By conducting a workshop on online accurate software applications and conducting a seminar on digital transformation, the students gained an understanding of the transition from traditional to advanced finance models in business activities, particularly in the financial system. In addition, the student comprehends the techniques for utilizing technology in business transactions. It was confirmed that students not only followed the procedures but also understood the broader purpose of digital transformation in accounting as seen in their feedback and confidence during discussions.

Demonstration

To complete the program event, the SGU's accounting program study provides certificates to students who attended the seminar and workshop. Additionally, the SGU's Accounting and Data Analytic Study Program offers an accurate exam to students of SMK Atisa Dipamkara in order to get accurate professional from the Accurate. Its

objective is to enhance communication between the student and SMK Atisa Dipamkara. This follow-up opportunity helped to reinforce learning outcomes and provided students with the opportunity to apply their skills in a real-world context and gain certification.

The implementation of the activity was conducted into two phases consisting of short seminar and followed by workshop.

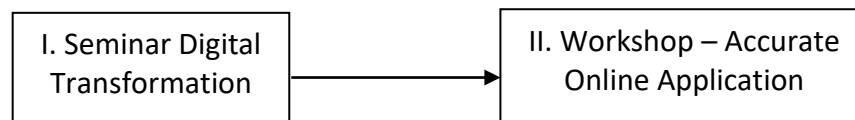


Figure 3. Implementation of Activity

Short Seminar of Accounting Digital Transformation and Profession

In this phase, short seminar on how the effect of accounting digital transformation toward education and profession was presented for students for 45 minutes prior to workshop.



Figure 4. Seminar Activity

The short seminar materials prepared by lecturers of Accounting and Data Analytic Study Program focused on how the impact of digital transformation on accounting education and profession in industry 4.0. The objective of this seminar was to highlight the significance of digital transformation on accounting and to guide future accountants on how to prepare for these changes. As the demand for skills in data analytics, cybersecurity, and digital tools keeps increasing, the skillset required for modern accountants is being reshaped. With digital transformation constantly evolving,

future accountants must equip themselves with technology and analytic skills to gain a deeper understanding of digital accounting process¹⁵.

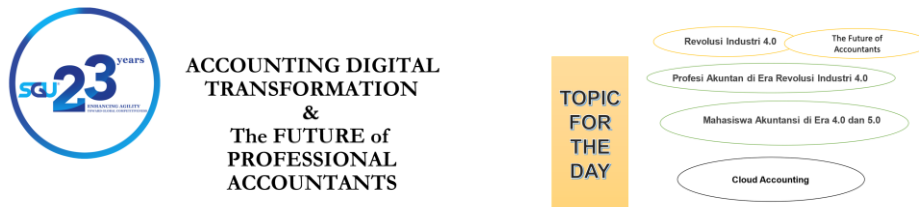


Figure 5. Presentation of Material

In this session, students were also introduced Accurate accounting application as one of the accounting services using Cloud-based technology in Indonesia.

Accurate Workshop Simulation

After the seminar, the session continued with the accounting workshop using Accurate online application. Lecturer provided a short briefing introduction on what Accurate is and how this application has been used widely for business and industries.



Figure 6. Accurate Workshop

In this session, student participants had the simulation directly through the online apps with modules as follows with the guidance from team of accounting

¹⁵ Sabuncu, B. *The effects of digital transformation on the accounting profession*. (Ömer Halisdemir Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi, 2022), 15(1), 103-115.

students and lecturer:

1. Data entry of dummy company
2. Data entry of Purchasing
3. Data entry of Sales
4. Financial Statement

The session lasted for 6 hours, and evaluation of QnA was conducted with students before the ending of session.

Discussion

The community service activity conducted at SMK Atisa Dipamkara on November 17, 2023, focused on equipping high school students with essential skills in cloud-based accounting software, particularly Accurate. The event was conducted in collaboration with SGU's Accounting and Data Analytics Study Program and served as a practical demonstration of the digital transformation that is reshaping the accounting profession. This community service initiative aimed to raise awareness among students about the importance of technology in accounting, as well as the broader implications of digital transformation for both accounting education and the profession itself.

The results of the community service can be analyzed in several dimensions. Initially, the event successfully introduced students to the shift from offline to online accounting tools, which aligns with the growing demand for cloud-based solutions in accounting (Romney, Steinbart, & Valacich, 2019). The transition to online tools, such as Accurate accounting software, was welcomed with enthusiasm by the students, demonstrating the significant gap between traditional accounting practices and the modern demands of the digital age. This change highlights a key point made by Gulin, Jovic, and Duman (2019), who argue that digital transformation is not only an option for accounting firms but a necessity to remain competitive in the modern business environment.

The hands-on approach, where students actively participated in filling out databases and recording transactions in a cloud-based environment, proved effective in bridging the gap between theoretical knowledge and practical skills. This approach resonates with the findings of Shamsudin, Aziz, and Ismail (2023), who emphasize that practical exposure to digital tools is critical for accounting students to be adequately prepared for the industry. By recording transactions using the Accurate software, students were able to experience firsthand the flexibility and accessibility that cloud accounting offers, preparing them for the future of accounting, where cloud technology is expected to dominate ¹⁶.

¹⁶ Efosa, E., and Ehioghiren, E., "Cloud-Based Accounting Technologies: Preparing Future-Ready Professional

Additionally, the workshop was conducted in a well-prepared environment where students had individual access to desktops, ensuring that each student could actively participate in the practical simulation. This preparation ensured smooth engagement during the workshop, as outlined by Moll and Yigitbasioglu ¹⁷, who emphasize that access to digital tools and adequate training are pivotal in helping students navigate the complexities of the digital accounting landscape.

The service process can be understood as a structured approach that aligns with the concepts of digital transformation in education, as well as the shift in accounting practices. According to Eskandari Torbaghan, Bagheri, and Chavosh ¹⁸, digital transformation in education is essential for preparing students for future technological advancements. The seminar and workshop held at SMK Atisa Dipamkara provided a direct demonstration of this transformation. By introducing cloud-based accounting tools into the educational setting, the community service initiative contributed to the broader goal of transforming accounting education. This process mirrors the theoretical framework suggested by Gulin et al. ¹⁹, which highlights the need for integrating technology into accounting curricula to ensure that students are not only familiar with traditional accounting principles but are also proficient in the use of digital tools.

Moreover, the seminar focused on the implications of digital transformation for the accounting profession. The rise of cloud accounting and the integration of big data and artificial intelligence (AI) in business practices are examples of how technology is shaping the future of accounting ²⁰. This theoretical shift was reflected in the discussions during the seminar, where students were encouraged to consider the impact of technological changes on their future careers and the skills required to succeed in the digital age.

Social Changes Triggered by the Community Service

The community service activity also facilitated a broader social change in the way students perceive accounting as a profession. Prior to the event, students at SMK Atisa Dipamkara were likely accustomed to traditional, offline accounting practices, which could limit their understanding of the digital tools now integral to the profession.

Accountants," International Journal of Innovative Science and Research Technology 7, no. 2 (2022): 15-20.

¹⁷ Moll, J., and Yigitbasioglu, O., "The Role of Internet-Related Technologies in Shaping the Work of Accountants: New Directions for Accounting Research," The British Accounting Review 51, no. 6 (2019): 581-598, <https://doi.org/10.1016/j.bar.2018.12.004>.

¹⁸ Eskandari Torbaghan, M., Bagheri, F., and Chavosh, M., "Preparing Students for a Digitized Future," IEEE Transactions on Education 65, no. 1 (2022): 1-10, <https://doi.org/10.1109/TE.2022.3164845>

¹⁹ Gulin, D., Jovic, M., and Duman, S., "Digitalization and the Challenges for the Accounting Profession," Entrenov, 12-14 (2019)

²⁰ Moll, J., and Yigitbasioglu, O., "The Role of Internet-Related Technologies in Shaping the Work of Accountants: New Directions for Accounting Research," The British Accounting Review 51, no. 6 (2019): 581-598, <https://doi.org/10.1016/j.bar.2018.12.004>

As noted by Soiban ²¹, the adoption of cloud-based accounting applications has the potential to revolutionize the profession, providing businesses with enhanced capabilities in financial management. Through the seminar and workshop, students were exposed to this transformation and developed a deeper understanding of how accounting processes can be enhanced through technology.

The feedback and increased confidence among students, as observed during the discussions, suggest that the seminar and workshop helped shift their mindset towards a more forward-thinking approach to accounting. By highlighting the role of digital tools like Accurate software, the community service initiative contributed to changing students' perceptions of accounting as a profession, positioning it as a tech-driven field that requires ongoing adaptation to technological advancements.

Furthermore, the provision of certification for those who attended the seminar and participated in the workshop not only reinforced the learning outcomes but also provided students with a tangible achievement that could serve as a credential for future endeavors. This aligns with the broader goal of digital transformation in education, which, as stated by Eskandari Torbaghan et al. ²², aims to prepare students for future challenges by equipping them with the necessary digital skills.

Theoretical Perspectives on Digital Transformation in Accounting Education

The theoretical foundation for this community service activity is rooted in the understanding that digital transformation is reshaping both the accounting profession and the way accounting education is delivered. As highlighted by Shamsudin et al. (2023), adapting to digital learning environments is essential for accounting students, who must navigate an industry increasingly reliant on technology. The integration of cloud accounting applications into the curriculum, as demonstrated in the workshop, reflects this theoretical shift and provides a practical example of how accounting education is evolving to meet the needs of the digital age.

Moreover, the discussion in the seminar underscored the growing importance of data analytics, cybersecurity, and cloud technologies in the accounting field. This aligns with the views of Romney et al. ²³, who stress the importance of equipping future accountants with the necessary skills to navigate a technology-driven environment. By providing students with exposure to the latest tools and technologies, the community service initiative reinforced the idea that accounting education must evolve in line with

²¹ Soiban, R., "The Concept of Cloud Accounting and Its Adoption in Bangladesh," International Journal of Trend in Scientific Research and Development 3, no. 3 (2019): 1261-1267, <https://doi.org/10.21276/ijtsrd>

²² Eskandari Torbaghan, M., Baghery, F., and Chavosh, M., "Preparing Students for a Digitized Future," IEEE Transactions on Education 65, no. 1 (2022): 1-10, <https://doi.org/10.1109/TE.2022.3164845>.

²³ Romney, M., Steinbart, P., and Valacich, J., Accounting Information Systems (15th ed.; Pearson Education Limited, 2019)

technological advancements to ensure that students are prepared for the future workforce²⁴.

The community service activity at SMK Atisa Dipamkara provided a valuable opportunity for students to engage with the digital transformation in accounting. The integration of cloud-based accounting tools and the emphasis on practical learning effectively addressed the challenges faced by students in adapting to the digital age. The event not only helped students gain technical proficiency but also fostered a deeper understanding of the role technology plays in modern accounting. By aligning the activity with theoretical perspectives on digital transformation, the community service initiative contributed to both the educational development of students and the broader goals of preparing future accountants for the evolving profession.

Conclusion

The digital transformation in accounting is profoundly reshaping the profession, making it imperative for future accountants to not only master traditional principles but also gain proficiency in modern digital tools and platforms. The workshop held for high school students, focusing on the use of Accurate online accounting software, effectively demonstrates the critical need to integrate technology into accounting education at an early stage. By providing hands-on experience with cloud-based accounting systems, the workshop prepared students for the evolving financial landscape, where digital tools are becoming central to accounting practices.

This initiative aligns with theoretical perspectives on the importance of digital literacy in accounting education, as highlighted by scholars such as Romney et al. (2019) and Gulin et al. (2019), who emphasize that modern accountants must be equipped with both technical and analytical skills to navigate the digital era. The successful implementation of this workshop highlights how educational institutions can play a pivotal role in bridging the gap between traditional learning and the technological advancements that are transforming the accounting profession. By offering students exposure to these digital tools, institutions are ensuring that the next generation of accountants is ready to thrive in an increasingly digital economy.

The hands-on nature of the workshop reinforced the idea that theoretical learning must be paired with practical application. This fusion of theory and practice not only enhances learning outcomes but also cultivates critical thinking and problem-solving skills among students.

²⁴ Juniardi, Ekki et al. Digital Transformation in Accounting: Navigating the Future of the Profession Through Systematic Review and Meta-analysis. (KnE Social Sciences, 2024), 17-35

Recommendations

Based on the success of this community service activity, several recommendations can be made for future initiatives aimed at promoting digital literacy in accounting education. First, similar programs should be expanded to a broader range of schools and educational levels to ensure that more students benefit from early exposure to digital accounting tools. The integration of follow-up activities such as advanced certification programs, more complex modules, or student-led projects could further enhance the depth of learning and provide students with opportunities to apply their knowledge in real-world scenarios.

Moreover, gathering structured feedback from participants and partner schools is essential to continuously improve the content, delivery, and relevance of the program. This feedback loop will ensure that the workshop remains aligned with the evolving needs of the accounting profession and is able to adapt to the latest technological advancements. Additionally, this data can help fine-tune the program's structure, ensuring it remains engaging, informative, and impactful.

Lastly, it is important to consider the sustainability and scalability of digital transformation initiatives in accounting education. By fostering partnerships with educational institutions, businesses, and technology providers, such initiatives can be expanded and implemented on a larger scale, ensuring that the next generation of accountants is fully prepared for the digital challenges ahead. The continued promotion of digital literacy through educational programs will play a vital role in ensuring that accounting education keeps pace with technological advancements and adequately prepares students for the future of the profession.

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