

QuickBooks Accounting Software Training for Educational Staff Under ABC Educational Foundation of Timor Leste: An International Community Service Activity

Regi Muzio Ponziani^{1*}, Arton Briyan Prasetyo², Yohanes³, Andhalia Liza Marie⁴

^{1, 2, 3, 4}Sekolah Tinggi Ilmu Ekonomi Trisakti, Jakarta Barat, Indonesia

*regi@stietrisakti.ac.id

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Abstract

This community service activity aims to hold a training in QuickBooks accounting software for the educational staff at a foundation in Timor Leste. The foundation is ABC educational foundation. This foundation operates in the education industry. The foundation owns schools and other education institutions. Previously, the staffs never used QuickBooks accounting software. This is the first time they operate QuickBooks Accounting software. Therefore, it is expected through this training that the staffs will comprehend how to use the QuickBooks accounting software to record transactions and prepare financial statements necessary for any types of institutions or companies. The community service activity was conducted through direct offline training. The training was conducted at Dili, Timor Leste, on 27-28 February 2025. The training was attended by 30 educational staffs for 2 full days. The training was conducted successfully. After training, we conducted a post-test to find out how well the participants comprehended the materials. Overall, the participants were satisfied with the training, and they were able to record transactions and construct financial statements during the training. QuickBooks accounting software could be used for the operation and education at ABC Educational foundation. To enhance comprehension of the attendants, the training must be practical with real case studies. This way, it is easier to understand how the QuickBooks accounting software works to record and prepare financial statements. The operation of QuickBooks accounting software requires direct connection to the internet. When the connection is interrupted, the operation of the software will be delayed. Therefore, the staffs must ensure the connectivity to the internet during the operation of the software. This training is an international community service program. Therefore, this activity will strengthen the education collaboration between Indonesia and Timor Leste. We also hope that this training will enhance the understanding toward accounting software and how the software can assist accountants or accounting staffs in their daily routines.

Keywords: Accounting Software, Financial Statements, QuickBooks

INTRODUCTION

Technology has a pervasive impact on our daily lives. The proclivity of the technology is to ease us in the performance, and it may also automate any routines (Sriwati, Lie, & Sutedja, 2024). Therefore, we do not have to do them manually since there is technology for that (Lubis, Rizki, & Syahputri, 2021). Over time, technology will progress better and better. This way, technology enables us to work with more efficiency and effectiveness. It also

reduces costs and unnecessary risks (Jasim & Raewf, 2020). The risks mainly come from human error (Lenlioni, Hidayati, & Rahman, 2024). Accounting is also a discipline that embraces technology (Anisa & Rosharlianti, 2023; Mustika, Wirahadi, Dwiharyadi, Endrawati, & Santi, 2024). Accountants use the accounting software to perform their duties (Thottoli, 2021; Mariani, Suryani, & Nusantari, 2023). Accounting related activities will be more time saving and head toward better direction (Putra & Gilda, 2023). The availability and easy access to accounting software also voids the need to hire accounting consultants (Sulia, Mie, & Riny, 2023). The main output of accounting is financial statements. These statements contain transactions conducted by an entity for an accounting year. These financial statements will be the basis of decision making by the users of financial statements. The main users of financial statements are investors and creditors. These financial statements will give an economic picture of an entity's financial position, performance, or cashflows (Ningsi & Ardillah, 2022; Susiani, Rizki, & Hidayati, 2024). Without financial statements, it is very hard to track the progress of the entity over time (Oka & Wulandari, 2024). The development in technology enables enormous progress in accounting (Sembiring, Rosalia, Kumalasari, & Selvida, 2022; Affan, Irawan, Laili, Rahmawati, & Insani, 2021). The emergence of accounting software will render manual process unnecessary (Sulia, An, & Tarihoran, 2022). Recording and preparation of financial statements become easier and easier over time (Verawati, Basri, & Purnama, 2021). This progressive accounting, in which accounting activities are assisted by information technology, is often called digital accounting (Sari & Hariri, 2024). Training in digital accounting, mainly in the operation of accounting software will assist in overcoming anxiety against technological development, increasing accounting knowledge and process, and automating all the routine tasks (Laily, Sulikah, Herdiani, & Ardhani, 2021). The use of accounting software is a must nowadays due to its ease of use and other benefits (Siregar & Apriliyani, 2021). Digitalization also allows for real time update of the newest information (Sutrisno, et al., 2023) while also helps in achieving sustainability (go green) (Sari & Hariri, 2024). In relation to digital accounting, a community service activity is necessary for the training of accounting software. Therefore, we conduct a training regarding QuickBooks for the educational staffs of ABC educational Foundation in Timor Leste. Previously, the staffs had no knowledge about this accounting software. Mostly they used spreadsheet to record transactions and prepare financial statements. Thus, this is the first time for the staffs to experience the operation of QuickBooks. The community service was designed for the full 2 days training. The first day of training would be about how to register to QuickBooks online and the superiority of QuickBooks and some basic features. The second day would be about how to record and prepare financial statements. Subsequent to the training, the foundation planned to migrate to QuickBooks for their financial matters. This showed the urgency of the training for the foundation. This international community service will bring Indonesia and Timor Leste closer in international relationship. By contributing internationally, we can promote Indonesian universities to the people of Timor Leste.

METHODOLOGY

The methodology for the community service activity was offline training. The training was conducted at a private university in Dili, Timor Leste. The participants were 30 educational staffs from ABC educational foundation. The training was direct hands-on training. Therefore, each participant brought their own laptop. The laptop was already

preinstalled with QuickBooks software. The training was held on 27-28 February 2025 from 9 AM to 5 PM. The QuickBooks software is accessible through the internet. Therefore, we had to have an active internet connection during the training. Every participant will have their own account with the QuickBooks website. So, they entered their username and password to access the software online. The main speaker for this training was Dr. Yohanes, S.E., M.Ak., M.M., M.H., Ak., CA., ASEAN CPA., CSRS., CSA., CTA., CMA., CPA., CertSF. However, there were 2 additional speakers as well, namely Dr. Regi Muzio Ponziani and Arton Briyan Prasetio, S.M., M.M., CMA.

RESULTS AND DISCUSSIONS

The training began with the introduction of QuickBooks. QuickBooks is accounting software that can be accessed through cloud. To gain access, we need to create an account with the QuickBooks website. After creating the account, we will have a username and password to access the software. Here is the display of the login page.

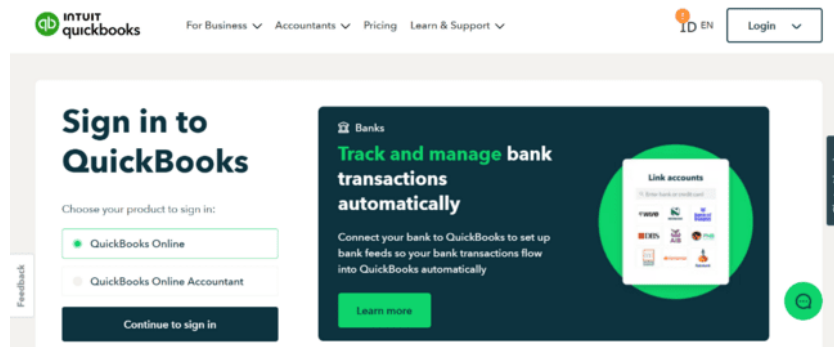


Figure 1. The QuickBooks Login Page

In order to access the software, we have to input the username and password. After inputting the necessary data, we will be directed to the main page of QuickBooks. The figure 2 below displays the main page of QuickBooks.

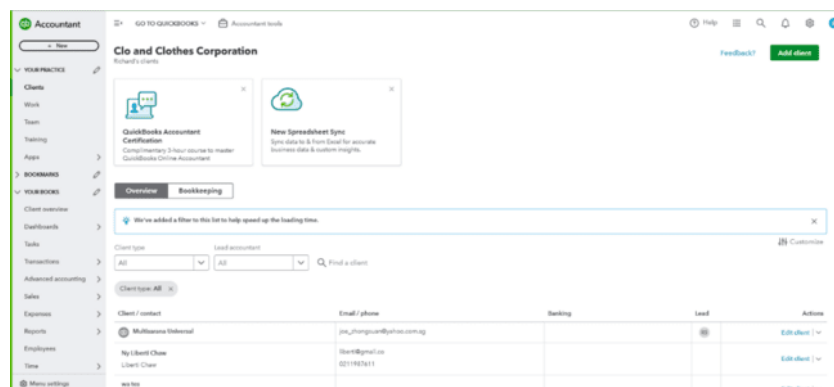


Figure 2. QuickBooks Main Page

In the main page of QuickBooks, we can see all the menu necessary to record transactions and create financial statements. The first menu is about **Client overview**.

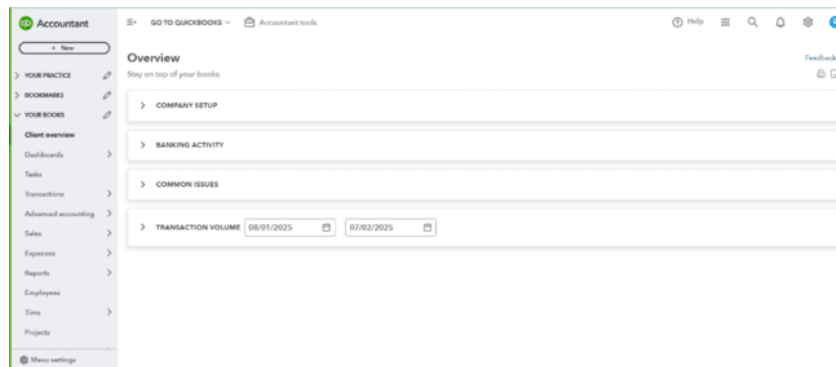


Figure 3. Client Overview

Client overview is a menu to see the company’s setup, banking activities, expenses, and revenues that are not categorised yet and transaction volumes for a certain period. The participants are introduced and work on some problems regarding this menu. The second menu is shows below.

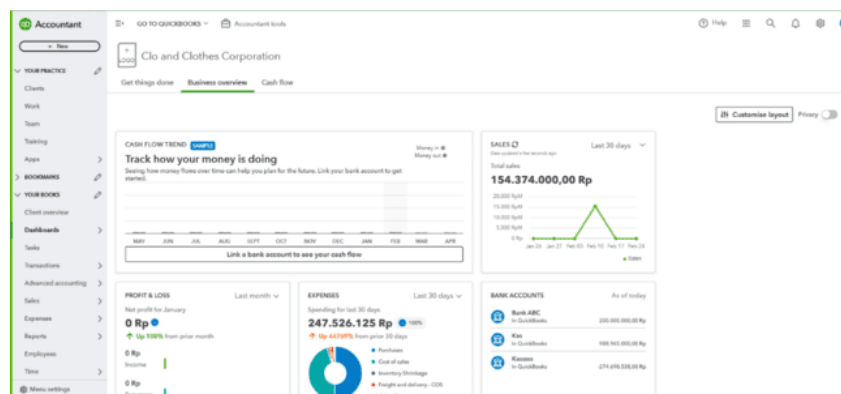


Figure 4. Dashboards

Dashboards is a menu that can visually display some financial information about an entity such as cashflow, sales, and net income/loss. The above figure is equipped with the data so that we can see Sales, Expenses, Profit, and Bank Accounts. Dashboard can show proportions or trends of the historical data. Nowadays the competence in creating and communicating dashboard becomes more important. The participants were asked to create some dashboards displaying financial summary of an entity. Next menu is Tasks.

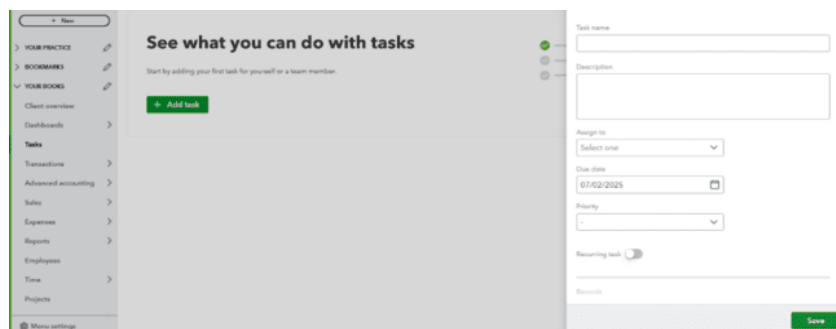


Figure 5. Tasks

Tasks is a menu to write down any tasks whether it is a recurring task or a one-time task. Therefore, this menu functions as a reminder to run and record the task or transaction. The task can also be identified as low, medium, high, and urgent priority. Below **Tasks**, there is a menu regarding **Transactions**.

Transactions contain the following:

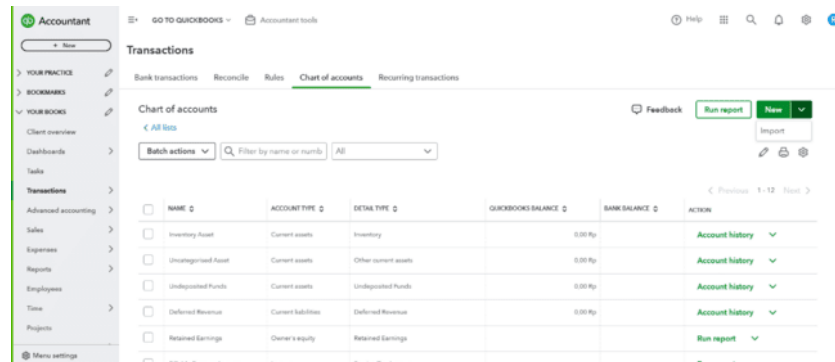


Figure 6. Transactions

Transactions is a menu that can be used to look up further transactions in the entity. It has 5 submenus:

1. **Bank transactions**, which records transactions concerning bank accounts.
2. **Reconcile**, which reconciles the bank records with the company records.
3. **Rules**, which sets conditions for Quickbooks to process transactions if the conditions are met and usually for repetitive transactions.
4. **Chart of Accounts**, which shows and modifies the accounts list used by the entity to prepare the financial statements. The accounts can be created manually or imported from CSV, Excel, or directly connected to google spreadsheet.
5. **Recurring transactions**, which processes transactions that always recur frequently and periodically such as employees salary or utilities expense.

The next menu is **Advanced Accounting**.

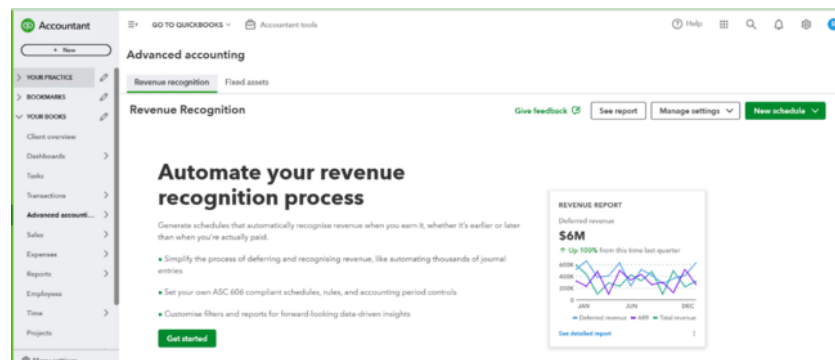


Figure 7. Advanced Accounting

After **Advanced Accounting**, we have **Sales** menu.

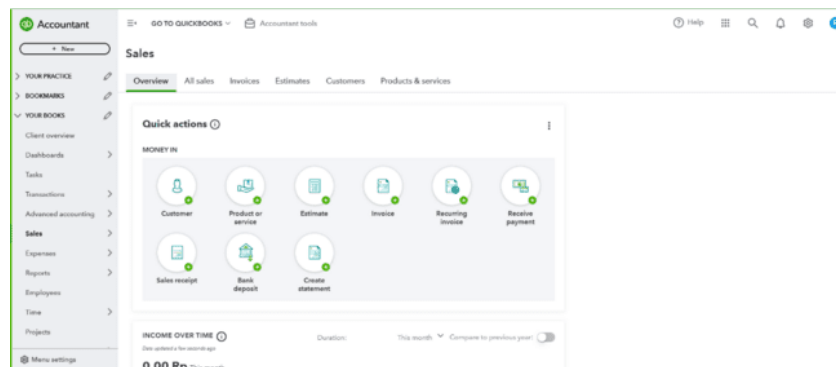


Figure 8. Sales

Sales is a menu to preview and review sales and sales related activities such as invoices, sales proposals, sales estimates, customers and merchandises. The next menu is **Expenses**.

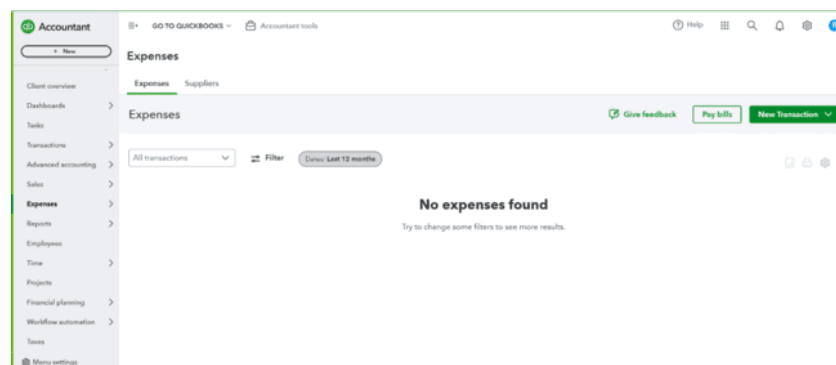


Figure 9. Expenses

Expenses is a menu to make payment concerning operating expenses or payments to suppliers regarding inventories.

The next menu is about **Reports**.

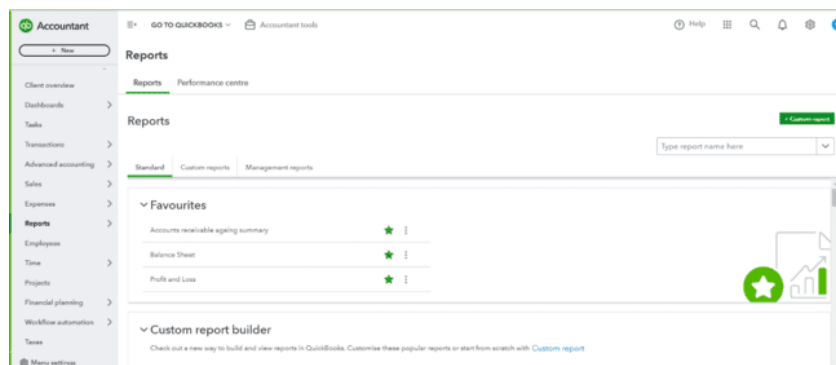


Figure 10. Reports

Reports is a menu to make reports detailing entity's financial matters. From reports, we can find out the financial health of our entity. Reports can be made standard or customized according to the management's requirements. The Next menu is **Employees**.

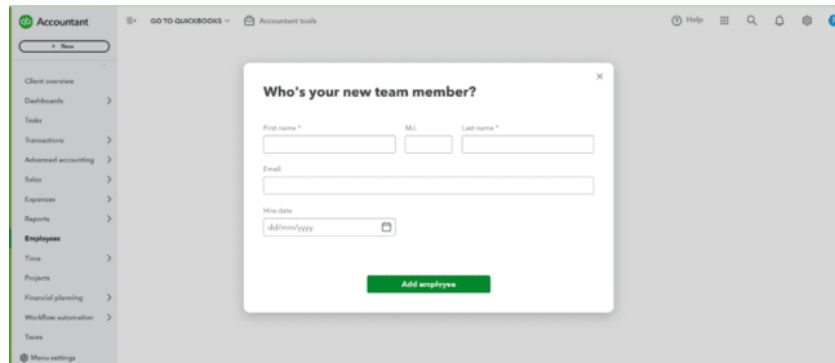


Figure 11. Employees

Employees is a menu to input the employees name of the entity. The next menu is **Time**. **Time** is a menu to track the length of time it takes of an employee working for the entity. This feature connects QuickBooks with the web of QuickBooks Time.

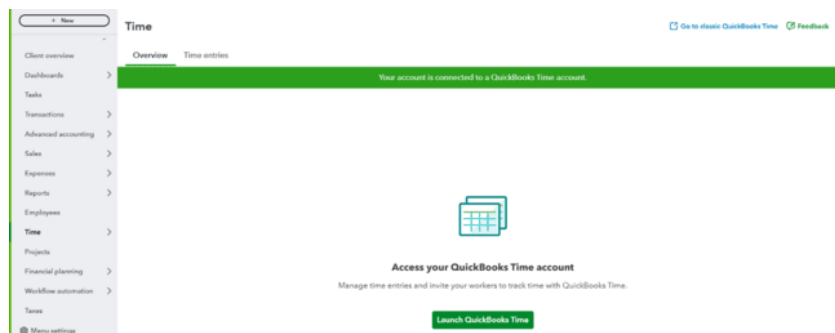


Figure 12. Time

The next menu is **Projects**. **Projects** is a menu to input the project conducted by the entity.

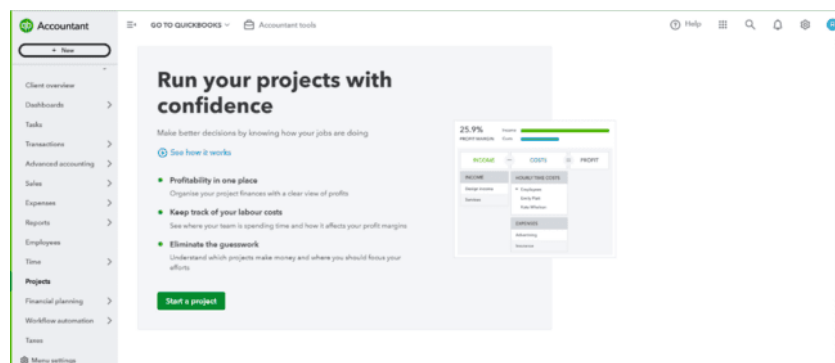


Figure 13. Projects

The next menu is **Financial planning**.

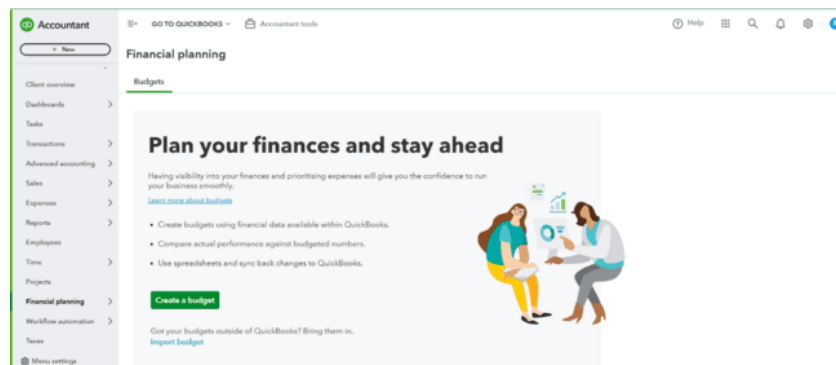


Figure 14. Financial Planning

Financial planning is a menu to create prediction or plans about revenues, expenses, or cashflows in the future. The next menu is about **Workflow Automation**.

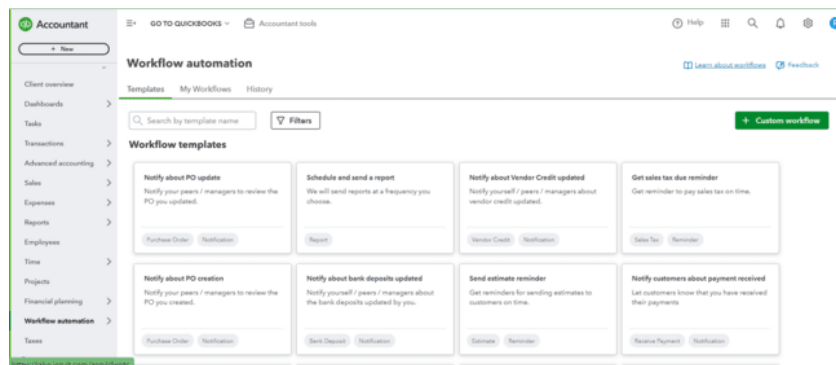


Figure 15. Workflow Automation

Workflow automation is a menu to create business workflow of an entity that enables to automate business activities.

The last menu is **Taxes**.

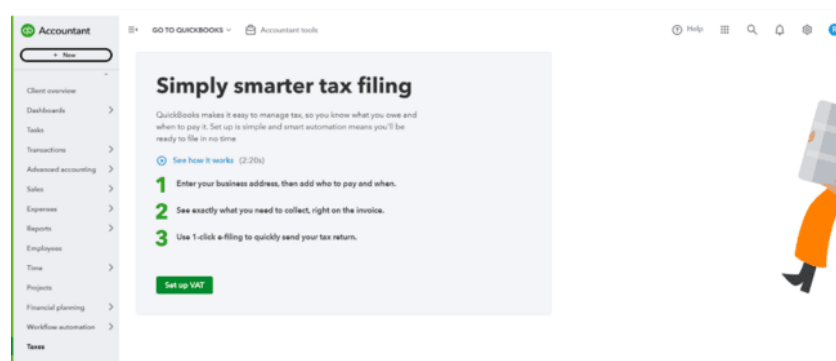


Figure 16. Taxes

Taxes is a menu to fill in and report taxes using the system provided by QuickBooks. Upon learning the features and menus from the main page of the QuickBooks software, the

participants next learned how to input transactions and create reports. This session was the main or the core activities of the training. In this session, participants were provided with a case. The case was written within a module, and the module was handed over to the participants through email. The first thing that the module discussed was about to setup QuickBooks. This setup must be conducted before we begin processing transactions and generating reports. The setup activity involved inputting the details of the entity into QuickBooks, the setting of chart of accounts, the preparation of depreciation and accumulated depreciation, the setting of suppliers list that involved inputting the details of suppliers and the details of accounts payable, the setting of customers account that involved inputting the customer details and payment mode or receivables, the setup of products and services that involved inputting the details of goods and services (would lead to the inventories). After completing the setup process, the participants began to deal with purchase transactions. These purchase transactions required the completion of purchase orders first. After completing the purchase orders, the participants tried to set the payment method and terms. The act of paying the purchase would prompt the participants to prepare the payment transaction evidence. Lastly, concerning purchase transactions, participants learned how to process purchase return transactions.

Having learned the purchase transactions, the next material would be sales transaction. These transactions involved the selling of inventories. The participants learned how to process sales order. Next was about how to process the cash receipts or the occurrence of receivables. This required the mastery of accessing the **Sales** menu in the QuickBooks. After that, the participants learned to process the cash payment or the occurrence of payables. The last in this material was the processing of sales return. Next material involved nonpurchase and non-sales transactions such as general journals, adjusting entries, and bank transactions. The last materials involved the preparation of financial statements (reports). The financial statements were mainly Statement of Financial Positions, Statement of Income, and Statement of Cashflows. The followings are the pictures of the training:





Figure 17. QuickBooks Training

After completing all the training, the participants were asked to fill in the post-test questionnaires. Since this was the first time they got acquainted with QuickBooks softwares, **there were no pre-test questionnaires**. The participants had no prior knowledge about QuickBooks. Therefore, the questionnaires were distributed only after the training. The following table contained the questions and responses.

Table 1. Attendants' Responses

No	Questions	Responses
1	The materials are relevant with the current organizational needs	45% Absolutely Agree; 55% Agree
2	The materials are relevant with the current development in Accounting	50% Absolutely Agree; 40% Agree; 10% Neutral
3	The materials are easy to practice	60% Absolutely Agree; 35% Agree; 5% Neutral
4	I understand more about QuickBooks accounting	40% Absolutely Agree; 55% Agree; 5% Neutral
5	I understand more about Accounting Information System through QuickBooks	40% Absolutely Agree; 55% Agree; 5% Neutral
6	The resource persons deliver the material clearly and well	55% Absolutely Agree; 40% Agree; 5% Neutral

Participants = 30; Participants who filled in the questionnaires = 20

Source: Authors' Own Data

Overall, the participants could comprehend the materials very well. The participants were highly active. Any materials that they did not understand would be clarified immediately. Therefore, the speakers or resource persons had to be very responsive in addressing the questions or problems faced by the participants. As stated before, the participants were educational staffs at the foundation. They will apply QuickBooks accounting software for their accounting system. Therefore, they need to understand well the training. Fortunately the training went well and the participants were ready to apply their knowledge to account for transactions in the foundation. The main problem during the training was the connectivity to the QuickBooks database. The training relied on the cloud access through internet. Any

delay in connectivity made some participants were late in preparing their reports. Therefore, the other participants had to wait until all the participants were ready. The other problem was that the participants wanted the training to be longer than just two days. They wanted to practice with more case studies. To overcome this, we needed to design a 3 day training. But based on our observation, a 2 day training was more than enough to make participants learned about QuickBooks accounting software.

CONCLUSIONS

This community activity was an international one held at a private university in Dili, Timor Leste. The aim of the activity was to train the educational staffs of ABC educational Foundation on how to operate QuickBooks accounting software. The staffs never used QuickBooks before, so this was their first time dealing with the software. The training was held on 27 and 28 of February 2025 for 16 hours. The participants were 30 in total, but the ones who filled in the post-test questionnaires were only 20 participants. The training went well although there were some problems concerning the connectivity to the cloud. Overall, the participants were excited and they recommended another training be held regarding QuickBooks accounting software.

In addition to successfully improving staff competence in QuickBooks, this program also provided a tangible contribution to the enhancement of digital accounting literacy in non-profit educational institutions. The training demonstrated that hands-on practice was more effective compared to purely theoretical approaches. The positive responses from the participants and the post-test results affirm that similar training programs could serve as a sustainable model of international community service. Furthermore, this initiative not only delivered practical benefits but also strengthened the academic collaboration between Indonesia and Timor Leste..

LIMITATIONS AND FURTHER STUDY

This study has several limitations. First, the number of participants was relatively small (30 participants, with only 20 respondents completing the post-test), which limits the generalizability of the findings. Second, the short duration of the training (2 days) restricted the coverage of the material, focusing only on the introduction of the main features of QuickBooks, without exploring advanced applications such as strategic financial analysis or tax integration. Third, technical constraints, particularly internet connectivity issues, posed challenges since QuickBooks heavily relies on cloud access.

For future studies and training activities, several directions can be considered:

1. Extending the duration of the training with additional case studies and simulations of complex financial reporting.
2. Expanding the sample of participants to include other educational institutions in Timor Leste for broader insights.
3. Conducting longitudinal studies to evaluate how the acquired skills are implemented in daily accounting practices.
4. Exploring advanced features of QuickBooks, including integration with local tax systems, project management, and strategic financial planning.
5. Performing comparative studies with other accounting software (e.g., Zahir, Accurate, MYOB) to assess relative effectiveness in the context of non-profit educational institutions.

Through these directions, future research and community service activities are expected to provide wider contributions, both academically and practically.

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