



SOCIALIZATION OF MOTIVATION AND DISCIPLINE IN ACCOUNTING TO ENHANCE PROFESSIONAL AWARENESS AMONG STUDENTS OF SMKN 3 KARAWANG

SOSIALISASI MOTIVASI DAN DISIPLIN DALAM AKUNTANSI UNTUK MENINGKATKAN KESADARAN PROFESIONAL SISWA SMKN 3 KARAWANG

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Abstract

Community Service (Pengabdian Kepada Masyarakat-PKM) is a fundamental implementation of the Tri Dharma of Higher Education. This activity aims to address the need for strong motivation and discipline among Vocational High School (Sekolah Menengah Kejuruan - SMK) students, particularly those majoring in Accounting, as crucial preparation for entering the workforce or continuing their education. This PKM was conducted through an interactive socialization session involving 12th-grade Accounting students at SMKN 3 Karawang, using presentation, discussion, and Question & Answer methods. The results indicate a significant increase in participants' enthusiasm and understanding of accounting principles, career prospects, and professional ethics. Furthermore, the activity successfully fostered a collaborative partnership between the university and the school, while also enhancing the social skills of the implementing student team. In conclusion, this socialization proved to be an effective medium for knowledge and motivation transfer. It is recommended that similar initiatives be developed sustainably and expanded in scope to maximize their positive impact.

Keywords: Community Service, Accounting, Motivation and Discipline.

Abstrak

Pengabdian Kepada Masyarakat (PKM) merupakan implementasi fundamental dari Tri Dharma Perguruan Tinggi. Kegiatan ini bertujuan untuk menjawab kebutuhan akan motivasi dan disiplin yang kuat bagi siswa Sekolah Menengah Kejuruan (SMK), khususnya yang mengambil jurusan Akuntansi, sebagai persiapan penting untuk memasuki dunia kerja atau melanjutkan pendidikan. PKM ini dilaksanakan melalui sesi sosialisasi interaktif yang melibatkan siswa kelas XII Akuntansi di SMKN 3 Karawang, dengan menggunakan metode presentasi, diskusi, dan sesi tanya jawab. Hasilnya menunjukkan peningkatan yang signifikan dalam antusiasme dan pemahaman peserta mengenai prinsip-prinsip akuntansi, prospek karier, dan etika profesi. Lebih lanjut, kegiatan ini berhasil membina kemitraan kolaboratif antara universitas dan sekolah, sekaligus meningkatkan keterampilan sosial tim mahasiswa pelaksana.



Kesimpulannya, sosialisasi ini terbukti menjadi media yang efektif untuk transfer pengetahuan dan motivasi. Disarankan agar inisiatif serupa dikembangkan secara berkelanjutan dan diperluas cakupannya untuk memaksimalkan dampaknya.

Kata Kunci: Pengabdian Kepada Masyarakat, Akuntansi, Motivasi, dan Disiplin.

1. INTRODUCTION

The Tri Dharma of Higher Education is the core mission of higher education institutions in Indonesia, encompassing education, research, and community service. Among these, community service is a crucial mechanism for academic institutions to directly contribute their knowledge and expertise to society, thereby fostering national development (Law of the Republic of Indonesia Number 12 of 2012). This pillar obligates universities to translate theoretical knowledge into tangible benefits for the community, creating a symbiotic relationship where academic learning is enriched by its real-world application. As highlighted by Suryana (2020), integrating community service into the academic framework ensures that the intellectual resources of higher education are utilized to meet societal needs, thereby enhancing the relevance and impact of tertiary education. This article details a community service initiative born from that mandate, focusing on an important segment of the community: vocational high school students.

Vocational High Schools (SMK) are designed to produce graduates ready to enter the workforce. Specifically, Accounting students are expected to possess not only technical competencies but also the professional character required in a competitive industry. However, a significant challenge often faced by these students is the gap between the theoretical knowledge acquired in the classroom and the practical, ethical, and psychological demands of the professional world. The core issue is the need for strong internal motivation and a deep understanding of professional discipline. Without robust self-motivation, students may struggle to cope with the pressures and complexities of an accounting career, leading to a lack of readiness and resilience (Pratiwi & Santoso, 2021). Furthermore, discipline in terms of meticulousness, integrity, and time management are non-negotiable traits in accounting, yet these are qualities that need to be developed beyond textbook learning.

Compounding this problem is the limited exposure of students to the real-world application of accounting principles and the importance of professional ethics. The lack of a clear and realistic picture of what an accounting career entails can lead to diminished interest and learning enthusiasm. When students cannot visualize the connection between their studies and future work, their academic drive wanes, potentially resulting in an unengaged workforce (Darmayanti et al., 2019). This gap underscores the need for interventions that can bridge it, providing students with the inspiration and practical insights needed to persevere and thrive.

Therefore, this article aims to comprehensively explain the process, results, and benefits of a socialization activity conducted for 12th-grade Accounting students at SMKN 3 Karawang. Titled "Motivation and Discipline in Accounting: Keys to Success in Learning and Working," this program was designed to directly address the identified issues. The aim of this article is to document how this initiative functioned as a practical implementation of the community service pillar, detailing the methods used to engage students and the impact generated. Ultimately, this activity was structured with a clear objective: to bridge the prevalent gap between theoretical knowledge gained in the classroom and the practical, ethical, and motivational demands of the professional accounting world. Thus, it aimed to reignite student



interest, enhance professional awareness, and contribute to developing competent and ethical future accountants.

2. RESEARCH METHOD

The success of a community service program heavily depends on a well-planned, structured methodological approach. This ensures the activity not only runs smoothly but also achieves its intended educational objectives (Sugiyono, 2019). The methodology for this community service initiative was designed to be participatory and interactive, focusing on direct engagement with the target audience to maximize knowledge transfer and impact.

1. Time and Venue

The socialization activity was conducted on October 14, 2025, at SMKN 3 Karawang. The selection of a direct on-site location at the school was strategic, as it provided a familiar and comfortable atmosphere for the participants, thereby creating a more conducive learning environment. Holding the activity on-site eliminated logistical barriers for students and allowed for the full utilization of school facilities, such as classrooms or an auditorium, for presentations and interactive sessions.

2. Participants (Target Audience)

The primary target audience for this activity was the 12th-grade students of the Accounting Department at SMKN 3 Karawang. This group was specifically chosen because they are at a critical juncture in their academic and professional lives. As final-year students, they are immediately facing the transition to higher education or a competitive job market. At this stage, interventions aimed at boosting motivation, clarifying career paths, and instilling professional discipline would have the greatest impact (Pratiwi & Santoso, 2021). Engaging this demographic ensures that the knowledge provided is timely and highly relevant to their pressing needs.

3. Activity Design

The program was designed as an interactive socialization session. The core methodology blended interactive lectures with structured discussions and Q&A sessions. This design moves beyond the traditional one-way knowledge transfer model. As argued by Santoso (2018), participatory methods in educational outreach activities significantly enhance participant engagement and knowledge retention. The interactive lecture delivered by an expert provided foundational knowledge and a framework. This was then reinforced and deepened through discussion and Q&A sessions, allowing students to contextualize the information, clarify doubts, and connect concepts with their own perceptions and aspirations.

4. Stages of Implementation

Implementation was carried out in three stages: preparation, execution, and evaluation.

a) Preparation Stage

This preparatory phase was crucial for laying the groundwork for the event's success. This stage included:

- Coordination with the School

The team held meetings with the school administration and accounting department teachers at SMKN 3 Karawang. This coordination was essential to align the



program's objectives with the school curriculum and student needs, obtain necessary permissions, and schedule the event without disrupting academic activities.

- Development of Presentation Material

A comprehensive presentation was compiled with the theme "Motivation and Discipline in Accounting: Keys to Success in Learning and Working." The material was structured to cover key topics, including the importance of self-motivation for lifelong learning, the role of discipline in accounting accuracy and ethical practice, an overview of accounting career prospects, and important soft skills needed in the professional world. The content was designed to be accessible and engaging for high school students.

b) Execution Stage

The on-site execution followed a detailed outline to ensure timeliness and coverage of all main components:

1. Opening and Welcoming Remarks

The event began with an opening by a student emcee, followed by the singing of the national anthem and welcome speeches from a school representative and a representative from the Faculty of Economics and Business, Universitas Singaperbangsa Karawang. This formal opening affirmed the importance of the event.

2. Core Material Presentation

The main content was delivered by a speaker, an expert lecturer in the field. The involvement of an expert was crucial for providing credibility and depth to the presentation. The session focused on explaining the core concepts of motivation and discipline, using relevant examples and case studies from the accounting profession.

3. Interactive Q&A and Discussion Session

This segment, moderated by a student from the implementing team, allowed direct interaction between the presenter and students. Participants were encouraged to ask questions and share views, creating a dynamic two-way dialogue. This served as a form of interactive evaluation that measured understanding in real-time (Sugiyono, 2019).

4. Distribution of Prizes and Documentation

To maintain high spirits and participation, a quiz was held during the session, with prizes awarded to participating students.

3. RESULTS AND DISCUSSION

The results of the activity are outlined based on participant observation and interaction during the event, followed by a discussion contextualizing these findings with existing educational and community service literature. The analysis includes the level of participation, outcomes achieved, factors contributing to the activity's success, and a reflective evaluation of challenges encountered.

1). Level of Participation and Enthusiasm



The most immediate and tangible result was the highly positive response and active engagement from the student participants. Throughout the session, the students showed remarkable attention during the core presentation delivered by the speaker. The peak of this engagement was clearly visible during the interactive Q&A and discussion session. Students proactively raised their hands to ask questions and share opinions, indicating a high level of cognitive involvement. The questions asked were not superficial; they delved into practical issues, such as "How to maintain motivation during an internship period?" and "What are the most common ethical dilemmas for a junior accountant?" The quality of these inquiries indicates that the students were actively processing the material and connecting it with their own anticipated experiences.

The enthusiasm was further reinforced by the prize quiz session, which created a dynamic and energetic atmosphere. This observation aligns with the concept of "active learning," where students engage with material through activities and dialogue, resulting in increased motivation and deeper understanding (Bonwell & Eison, 1991). The high participation level confirms that the interactive design of the socialization successfully captured and maintained student interest, shifting from a passive learning model to an engaging two-way knowledge exchange.



Source: Implementation Date (2025)

Figure 1: Participation and Enthusiasm

2). Outcomes Achieved

The activity successfully yielded several key outcomes directly aligned with its initial objectives.



a. Enhanced Participant Understanding of Accounting and Career Prospects

A primary outcome was a noticeable improvement in students' understanding of the accounting profession beyond technical bookkeeping. The presentation provided a comprehensive overview connecting concepts of discipline and motivation directly to professional success and ethical practice. Post-session interactions revealed that students had a broader perspective on career paths, mentioning roles in public accounting, corporate finance, and taxation that they had not previously considered in depth. This aligns with the goal of bridging the theory-practice gap, as emphasized by Bamber (2013), who argues that accounting education must make the curriculum relevant to students' future lives and careers. By providing a realistic and inspiring picture of the profession, this activity helped demystify accounting career paths and clarify their practical applications and opportunities.

b. Growth in Learning Motivation and Achievement Drive

The activity served as a significant motivational intervention. The emphasis on discipline and motivation as "keys to success" strongly resonated with the students. Several students vocalized a reaffirmation of their learning goals, stating verbally that the session made them feel more prepared and determined to face future challenges. This outcome is crucial, as motivation is a primary predictor of academic achievement and persistence (Pintrich, 2003). Pratiwi and Santoso (2021) found that SMK students' learning motivation is an important factor influencing their job readiness. By addressing this intrinsic factor, the socialization contributed to strengthening the students' drive to excel in their current studies and future careers, thereby enhancing their overall work readiness.



Source: Implementation Date (2025)

Figure 2: Shared Commitment to Achieve

c. Establishment of a University-School Partnership

The event successfully initiated a formal collaborative relationship between the Faculty of Economics and Business at Universitas Singaperbangsa Karawang and SMKN 3 Karawang.



The exchange of plaques during the ceremony symbolized a commitment to future cooperation. This partnership is a tangible asset, creating a channel for sustained knowledge transfer, potential future internships, guest lectures, and collaborative research. Such university-school partnerships are recognized as an effective mechanism for enriching student educational experiences and providing valuable community links for the university (Day & Sachs, 2013). This outcome expands the impact of a single event into the potential for sustained, long-term mutual benefits.



Source: Implementation Date (2025)

Figure 3: Commitment to Cooperation

d. Development of Soft Skills in the Implementing Student Team

For the university students who organized and executed this event, it was a profound hands-on learning experience. They were required to apply project management skills.

4. CONCLUSION

In conclusion, the community service program (PKM) in the form of an interactive socialization was successfully implemented and effectively achieved its stated objectives. The activity demonstrated significant positive impact, proving to be an effective medium for enhancing motivation, broadening perspectives, and reinforcing awareness of the importance of discipline among Vocational High School (SMK) students majoring in Accounting. By addressing the critical gap between theoretical knowledge and professional practice, this



initiative provided valuable insights and a renewed sense of purpose for students as they navigate the transition to higher education or the world of work.

Furthermore, the program delivered dual benefits, significantly impacting not only the target participants but also the implementing student team. While the school students gained crucial professional awareness, the university students honed essential non-academic or soft skills, including project management, communication, and teamwork, through hands-on practical experience. These outcomes are highly aligned with the holistic development goals of the Tri Dharma of Higher Education.

To maximize the long-term impact of such initiatives, it is highly recommended that similar programs be implemented sustainably. Future iterations should involve a wider network of schools and cover more relevant topics, such as digital literacy in accounting, advanced professional ethics, or entrepreneurship. These sustained and expanded efforts will ensure a broader and deeper contribution to nurturing competent, motivated, and ethically-grounded prospective accounting professionals.

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