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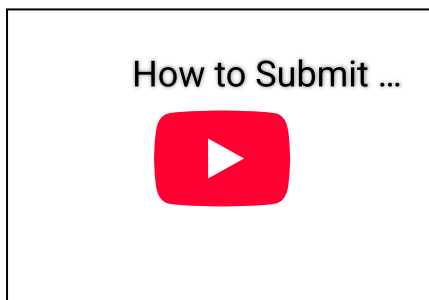
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Training on Preparing Company Financial Position Reports

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ABSTRACT

Backgrounds: Accounting plays a vital role in recording business transactions and documenting a company's assets and financial position. Financial statements are essential tools for presenting a company's financial condition, with the statement of financial position providing a snapshot of assets, liabilities, and equity at a specific point in time. However, high school students often have limited understanding of this report, which can hinder their financial literacy and readiness for further education or practical application.

Objectives: This training activity aimed to enhance accounting knowledge related to the preparation and understanding of the statement of financial position among grade XII students at SMA Kristoforus 1.

Methodology: The training was conducted through face-to-face sessions in October 2025. The program began with identifying partner needs, particularly students' limited comprehension of the statement of financial position. The teaching team designed interactive training sessions supported by structured modules, theoretical explanations, sample problems, group exercises, discussions, and quizzes to assess understanding.

Findings: Students showed high levels of enthusiasm and active participation throughout the training, including asking questions and engaging in discussions. Quiz results demonstrated a significant improvement in students' understanding of the statement of financial position, indicating that the training effectively strengthened their accounting comprehension.

Conclusions: The training program proved effective in improving students' understanding of the statement of financial position and enhancing their financial literacy. Interactive learning methods and practical exercises were key factors contributing to the success of the activity, suggesting that similar approaches can be applied to accounting education at the secondary school level.

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1. INTRODUCTION

In running a business, companies apply several accounting principles to maintain the sustainability of the business, including recording all economic transactions that occur. These transactions are processed and reported in the form of financial statements (Izza, 2021). Companies are established with the aim of making a profit. It is not enough to achieve sales targets; it is also necessary to prepare human resources capable of compiling financial statements. A common business obstacle in micro, small and medium enterprises (MSMEs) is the lack of human resources with accounting knowledge (Agustina et al., 2019). A company's ability to manage its finances is an important factor in improving its performance (Yanti & Nurhidayah, 2020). Financial management can be carried out through the accounting process.

Accounting is necessary to record transactions involving the sale and purchase of goods and services that occur in a company's business activities. Accounting is used as a record of a company's assets/wealth (Lukman et al., 2023). Reliable and trustworthy financial reports are

necessary for business development, which explains the importance of accounting in preparing financial reports (Aisyah et al., 2024).

Accounting is an important subject to study, especially financial statements, which are crucial for assessing a company's performance. Accounting is the process of identifying, recording, and reporting a company's economic activities to generate information (Weygandt et al., 2018). The primary objective of accounting is to produce relevant financial information for users to make decisions.

Financial statements play an important role as a source of information for users in making decisions (Temile et al., 2025), particularly in obtaining an overview of a company's financial performance (Fadlilah et al., 2023). Financial statements consist of income statements, statements of changes in equity, cash flow statements, and statements of financial position. This training focuses on statements of financial position. Statements of financial position show the assets, liabilities, and equity of an entity on a specific date (Kieso et al., 2021). Statements of financial position are useful for assessing the financial health and performance of a company. It is also useful for making strategic decisions. By understanding the statement of financial position, companies can manage their finances. A healthy statement of financial position can attract potential investors and creditors.

The problem found is that currently, partners discuss accounting material for Year 12 students in accordance with the applicable curriculum, so there is not enough time to discuss accounting and practise questions. This causes students to lack a deep understanding of accounting material. Based on discussions with partners, the solution to the partners' problem is to collaborate with a team of lecturers from the Tarumanagara University Accounting Undergraduate Programme to provide training outside school hours to complement students' financial literacy, particularly in the field of accounting. The material to be provided is related to financial statements, particularly financial position statements. Through these statements, students can understand a company's assets, liabilities and equity.

There are three main types of companies based on their main activities, namely service companies, trading companies, and manufacturing companies. The simplest financial statements for service companies focus on service income and expenses. The financial statements of trading companies reflect the purchase and sale of goods. Meanwhile, the financial statements of manufacturing companies are more complex, covering raw material costs and production costs. This training will discuss financial position reports for service companies and trading companies.

A financial position report consists of three elements, namely assets, liabilities, and equity. The benefits of a financial position report are to measure the financial health of a company, assess the company's performance over time, increase transparency and accountability in company management, influence strategic decision-making within the company, and ensure the company's compliance with applicable laws and regulations.

Jonathan (2024) conducted offline learning at Tarsisius 1 High School with material on trading company financial statements. The result obtained after learning was that students better understood trading company financial statements.

The purpose of this activity was to increase accounting knowledge about company financial position reports for SMA Kristoforus 1 students, especially those in Grade XII. This accounting knowledge will serve as a foundation for students, as the younger generation, in managing finances and making financial decisions so that they are ready to face the challenges of today.

This PKM was carried out in accordance with the PKM roadmap, namely the research theme and PKM flagship 1: Development of a Formal Model regarding Cultural Adaptation to Information, Communication and Mobile Technology in Children and Adolescents. The strategic issue is the importance of enhancing students' competitiveness by improving the quality of education, hence the need for this training. The solution is to provide training to high school students, aiming to enhance their financial literacy, particularly in accounting. With the skills acquired, they will be able to make sound financial decisions and plan their personal finances effectively.

2. LITERATURE REVIEW

2.1. Financial Statements

Financial statements reflect the financial condition of a company on a specific date and for a specific period (Kasmir, 2014). Company financial transaction data is reported in accordance with standards established for use by decision makers. Financial statements are used by internal and external parties of the company in decision-making. Internal parties of the company include financial managers, marketing departments, and employees. Investors, the government, and creditors are external parties of the company that use financial statements. Financial statements consist of income statements, statements of changes in equity, financial position statements, cash flow statements, and notes to financial statements.

2.2. Statement of Financial Position

A financial position report, also known as a balance sheet, reports a company's assets, liabilities, and equity on a specific date (Kieso et al., 2020). This financial report provides information about the nature and amount of investment in company resources, liabilities to creditors, and equity in net resources. Analysts use financial position reports to assess a company's liquidity, solvency, and financial flexibility.

Financial position reports provide several key benefits for stakeholders. First, they enable the assessment of financial stability, allowing companies to determine whether they possess sufficient assets to meet their liabilities. Second, these reports facilitate performance comparisons, either with previous reporting periods or with similar companies, helping to identify trends, improvements, or areas of concern. Third, financial position reports assist investors in making informed investment decisions by evaluating the viability and potential profitability of investing in a company. Finally, banks and creditors rely on these reports for credit decisions, using them to assess a company's capacity to repay loans and fulfill other financial obligations.

The Statement of Financial Position consists of three main elements: assets, obligations, and capital. Assets represent current economic resources controlled by an entity as a result of past events. They are categorized into current assets, which can be readily converted into cash within one year or an operating cycle, such as cash, trade receivables, and inventory, and non-current assets, which are long-term resources not easily converted into cash within a year or an operating cycle, such as buildings and equipment. Obligations refer to debts or commitments the company must settle in the future, arising from past transactions or events. These are classified as short-term liabilities, which must be settled within one year or one operating cycle (e.g., trade payables, short-term loans), and long-term liabilities, which are payable in more than one year (e.g., bond debt, long-term bank loans). Capital, on the other hand, represents the residual interest in an entity's assets after deducting all liabilities, essentially reflecting the net value of the company owned by its shareholders.

3. METHOD

PKM is conducted face-to-face. Face-to-face learning is more effective than online learning or distance learning (Arifin & Ismail, 2022). With face-to-face learning, teachers can monitor and supervise students directly in the classroom during learning.

PKM is carried out in three stages, namely preparation, implementation and reporting. The preparation stage involves conducting a survey of the partner's location. The teaching team identifies the partner's problems and proposes solutions to these problems by providing face-to-face (offline) accounting training to students. Further, they draft a letter of intent to cooperate.

In the implementation stage, the teaching team compiles modules/materials on financial position reports for training. The modules contain theory, examples of financial position reports, exercises, and quizzes. These modules are distributed to students during the training. The teaching team explains the material, starting with theory and example questions. The material covers financial position reports for trading companies and service companies. Students learn to classify company assets, liabilities and capital. During the training, students are given the opportunity to discuss the material. After the theory and example questions, students work on exercises in groups and discuss them. The teaching team will administer a quiz independently. The quiz will serve as

feedback on the success of the material delivery in this training. In the reporting stage, a final report, journal publication article, intellectual property rights, and prototype report will be compiled and submitted to LPPI.

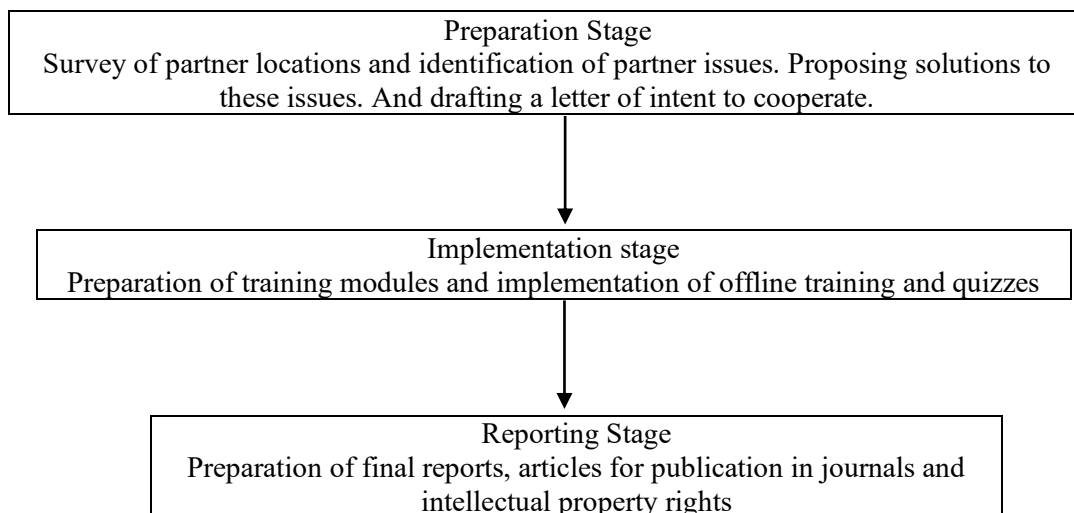


Figure 1. PKM Implementation Stage Flow Chart

4. RESULTS AND DISCUSSION

4.1. Research Results

The purpose of community service activities (PKM) is one of the steps to uphold the Tri Dharma in higher education. There are three stages in PKM, namely preparation, implementation, and reporting. The preparation stage began with conducting a survey at the partner school, SMA Kristoforus 1, to identify the problems faced by the partner in relation to the students' accounting knowledge. The limited time available in accounting lessons meant that students had insufficient practice with problems and did not have a deep understanding of accounting material.

After identifying the problems faced by the partner, the PKM team prepared appropriate modules as training materials. This module contained basic theory, sample questions, practice questions, and quizzes related to financial position reports. The Community Service activity was held on 11 November 2025 in a face-to-face format. With face-to-face learning, teachers could supervise students during the training process, which was considered to be much more effective than online or distance learning.

The discussion of the company's financial position report began with the theory related to the elements contained in the financial position report. Students were explained about assets, liabilities and capital and classified them into current assets and non-current assets as well as current liabilities and non-current liabilities. First, we discuss an example of a question to prepare a financial position report for a service company. From the adjusted trial balance data, a financial position report for a service company is prepared. The table 1 consists the adjusted trial balance of PT Wijaya, a service company, which will be used to prepare the financial position report:

Table 1. Adjusted Trial Balance of PT Wijaya (Service Company)

PT Wijaya			
Balance sheet after adjustments			
Period 31 March 2025			
Account Number	Account Name/Description	Debit	Credit
110	Cash	266.300.000	-
111	Trade receivables	2.500.000	-
113	Equipment	7.500.000	-
114	Prepaid rent	70.000.000	-
115	Prepaid advertising	4.125.000	-
116	Prepaid insurance	8.000.000	-
121	Vehicles	-	-
122	Accumulated depreciation - Vehicles	-	-
123	Equipment	5.000.000	-
124	Accumulated depreciation - Equipment	-	1.250.000
210	Trade payables	-	-
211	Interest payables	-	300.000
212	Utility payables	-	1.000.000
213	Prepaid income	-	500.000
221	Bank payables	-	60.000.000
310	Capital	-	300.000.000
	Total	377.350.000	377.350.000

Begin by reporting the assets section, which is classified into current assets and non-current (fixed) assets. Next, report the company's capital and liabilities section, with liabilities categorized into current liabilities and non-current liabilities. Once compiled in report form, the Statement of Financial Position of PT Wijaya is presented in Table 2 below:

Table 2. Statement of Financial Position of PT Wijaya

PT Wijaya			
Statement of Financial Position			
31 March 2025			
Fixed assets			
Equipment	5.000.000		
Accumulated depreciation of equipment	(1.250.000)		
Total fixed assets		3.750.000	
Current Assets			
Assets			
Insurance paid in advance	8.000.000		
Prepaid advertising	4.125.000		
Rent paid in advance	70.000.000		
Equipment	7.500.000		
Trade receivables	2.500.000		
Cash	266.300.000		
Total Current Assets		358.425.000	
Total Assets		362.175.000	
Capital and Liabilities			
Capital:			
Capital		300.375.000	
Obligation:			
Non-current liabilities:			
Bank Debt		60.000.000	
Current liabilities:			
Revenue received in advance	500.000		
Interest debt	300.000		
Utility debt	1.000.000	1.800.000	
Total Assets and Liabilities		362.175.000	

In this training, students explored the differences between financial position reports of service companies and trading companies. For trading companies, the financial position report is prepared using adjusted balance sheet data. The adjusted balance sheet of PT Sejahtera, a trading company, which will serve as the basis for compiling the financial position report, is presented in Table 3 below:

Table 3. Adjusted Balance Sheet of PT Sejahtera (Trading Company)

PT Sejahtera			
Balance sheet after adjustments			
31 March 2025 Period			
Account Number	Account Name/Description	Debit	Credit
110	Cash	255.300.000	-
111	Trade receivables	2.500.000	-
112	Inventory	11.700.000	-
113	Equipment	7.500.000	-
114	Prepaid rent	70.000.000	-
115	Prepaid advertising	4.125.000	-
116	Prepaid insurance	8.000.000	-
121	Vehicles	-	-
122	Accumulated depreciation - Vehicles	-	-
123	Equipment	5.000.000	-
124	Accumulated depreciation - Equipment	-	1.250.000
210	Trade payables	-	-
211	Interest payable	-	300.000
212	Utilities payable	-	1.000.000
213	Prepaid income	-	500.000
221	Bank debt	-	60.000.000
310	Capital	-	300.000.000
381	Prive	500.000	-
411	Sales	-	30.000.000
421	Sales returns	2.000.000	-
510	Cost of sales	13.000.000	-
610	Utilities expense	4.000.000	-
611	Salary expense	5.000.000	-
612	Advertising expense	375.000	-
613	Insurance expense	-	-
614	Depreciation expense	1.250.000	-
615	Rent expense	1.000.000	-
616	Interest expense	300.000	-
617	Equipment expense	1.500.000	-
Total		393.050.000	393.050.000

In the same manner as for service companies, the reporting of trading companies' financial position begins with the assets section, which is classified into current assets and non-current (fixed) assets. In the current assets category, inventory is included, a component unique to trading companies. Subsequently, the company's capital and liabilities are reported in the same manner as for service companies, with liabilities categorized into current liabilities and non-current liabilities. Once compiled, the Statement of Financial Position of PT Sejahtera is presented in Table 4 below:

Table 4. Statement of Financial Position of PT Sejahtera (Trading Company)

PT Sejahtera	
Statement of Financial Position	
31 Maret 2025	
Fixed assets	
Equipment	5.000.000
Accumulated depreciation of equipment	(1.250.000)
Total fixed assets	3.750.000
Current Assets	
Prepaid insurance	8.000.000
Prepaid advertising	4.125.000
Prepaid rent	70.000.000
Equipment	7.500.000
Supplies	11.700.000
Trade receivables	2.500.000
Cash	255.300.000
Total Current Assets	359.125.000
Total Assets	362.875.000
Capital and Liabilities	
Capital:	
Capital	301.075.000
Obligation:	
Non-current liabilities:	
Bank Debt	60.000.000
Current liabilities:	
Revenue received in advance	500.000
Interest debt	300.000
Utility debt	1.000.000
	1.800.000
Total Capital and Liabilities	362.875.000

During the training process, students were encouraged to discuss and ask questions to facilitate good two-way communication. The final part of the training consisted of a quiz. The quiz results showed that the students were able to understand the material discussed.

4.2. Discussion

The training activities at SMA Kristoforus 1 were effective. Two-way learning made it easier for students to understand the material being studied. During the training, which ranged from theoretical explanations and discussion of practice questions to quizzes, the students were enthusiastic in listening to the material on financial position reports. In discussing the practice questions, a discussion-based learning method was used, which made it easier for the students to grasp the concepts. The quiz results showed an improvement in the students' abilities after receiving this training. The stages of the training conducted at SMA Kristoforus 1 are illustrated in Figure 1 below:



Figure 1. Stages of the Financial Statement Training at SMA Kristoforus 1

The learning process can be concluded to be effective, as reflected in the students' enthusiasm for discussion while working on exercises and satisfactory quiz results. For the reporting stage, the UNTAR PKM team compiled an accountability report to the LPPM. The

accountability report took the form of a final report, an article to be published in a journal, and the registration of a poster as intellectual property (IP). The outputs produced are journal publications and IPR.

The training on preparing company financial position reports achieved its objective of improving students' financial literacy, particularly in understanding company performance through company financial position reports. This skill can equip them to make sound financial decisions, such as investing and planning their personal finances. This training also prepares those who wish to study accounting at university.

The positive outcomes of this training align with findings from previous research indicating that interactive, discussion-based learning methods significantly enhance students' understanding of accounting and financial concepts. For instance, studies by Hettiarachchi (2023) and Enijuni (2022) demonstrated that practical exercises combined with quizzes and guided discussions improved learners' comprehension of financial statements and their ability to apply accounting principles in real-world scenarios. Similarly, the results of this training at SMA Kristoforus 1, reflected in students' enthusiasm, active participation, and improved quiz scores, corroborate the notion that hands-on, face-to-face accounting instruction is more effective than purely theoretical or remote learning approaches in fostering financial literacy among high school students.

5. CONCLUSION

The training activity on preparing company financial statements was conducted on 11 November 2025 for students of SMA Kristoforus 1. It was conducted face-to-face outside of school hours. The training was carried out by providing materials, sample questions and quizzes. The implementation of the training can be concluded to be in line with the targets reflected in the quiz results, where the students' knowledge increased after this training. This training successfully contributed positively to enhancing the students' financial literacy understanding. This understanding can serve as a foundation for them to make sound financial decisions, such as investing and planning personal finances, as well as preparing those who wish to pursue a degree in accounting.

The training on preparing company financial statements, held on 11 November 2025 for SMA Kristoforus 1 students, proved to be highly effective in achieving its objectives. Conducted face-to-face outside of school hours and supported with instructional materials, sample questions, and quizzes, the training significantly enhanced the students' understanding of financial literacy. This improvement, as reflected in the quiz results, indicates that the participants gained valuable knowledge that can serve as a foundation for making informed financial decisions, including personal financial planning and investment, as well as preparing those interested in pursuing further studies in accounting. Overall, the training contributed positively to the students' competence and confidence in financial management.

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Conflict of Interest Statement

The authors declare that there is no conflict of interest regarding the publication of this paper.

Author Contributions

S.S.: Conceptualization, Investigation, Supervision, Writing – Original Draft. (Lead Author)

M.V.G.: Methodology, Investigation, Training Delivery, Data Collection, Writing – Review & Editing. (Co-Author)

E.B.L.: Data Curation, Learning Materials Preparation, Evaluation, Writing – Review & Editing. (Co-Author)

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Informed consent was obtained from all participants.

Ethical Approval

This study involving human participants was approved and informed consent was obtained from all participants.

Data Availability

The data that support the findings of this study are available from the corresponding author [S.S.] upon reasonable request.

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