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Analysis of Factors Influencing the Understanding of International Financial Reporting Standard of Accounting Students in State Universities in Makassar

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ABSTRACT: This study aims to determine the effect of learning behavior, emotional quotient, learning motivation, lecturer competency on an understanding of IFRS accounting students. The type of this research is quantitative research using primary data. The population in this study containing by students majoring in accounting UIN Alauddin Makassar, State University Makassar, and Hasanuddin University, the purposive sampling method was used in this study and obtained 240 respondents. Hypothesis testing using multiple regression. The results of this study show that simultaneously learning behavior, emotional quotient, learning motivation, lecturer competency have a positive and significant effect on the understanding of IFRS accounting students. Partially emotional quotient, learning motivation, lecturer competency have a positive and significant effect on the understanding of IFRS accounting students; however, learning behavior has a negative and significant effect on the understanding of IFRS accounting students.

Keywords: Learning behavior, emotional quotient, learning motivation, lecturer competence

1 INTRODUCTION

Each country has different accounting standards in the manner, methods, presentation, and reporting, differences of opinion will cause big problems in the preparation of accounting standards in countries that have different accounting standards (Susanti 2018). Considering this, the convergence of Financial Accounting Standards Guidelines (PSAK) emerged into the International Financial Reporting Standards (IFRS). This convergence is expected to be a bridge in understanding a true financial statement in order to avoid a misperception in interpreting financial statements. In order for accounting perceptions to occur in each country, international accounting standards, known as International Financial Reporting Standards (IFRS), are needed to facilitate business reconciliation in countries (Sanjaya & Ulupui 2016). Business development on a national and international scale, the Indonesian Institute of Accountants (IAI) has succeeded in winning the International Financial Reporting Standards (IFRS) convergence program, which was fully implemented on January 1, 2012.

The application of IFRS in Indonesia also requires accountants and auditors in Indonesia to have sufficient knowledge about transactions and the company's economy before making an assessment. In addition to that, the accountant must also use eth-ical and legal implications in applying the standards (Gayatri et al. 2016). For this reason, education is a cornerstone of quality improvement. Moreover, for students who still need to study, they must be equipped with IFRS to be able to compete with job seekers later after graduating from university (Ermawati & Kuncoro 2017). In this learning process, there must be several factors originating from the students themselves about how the student is able to obtain IFRS.

Susanti (2018) found emotional intelligence and intelligence that can support understanding of IFRS as well as ask for learning that can support understanding of IFRS. Previous research was also conducted by Ernawati & Kuncoro (2017), who revealed that students who have emotional intelligence do not support IFRS understanding, and student interest in learning does not involve IFRS understanding

1.1 *Theory of multiple intelligences*

The theory of multiple intelligences is a theory of intelligence commonly used as a reference to understand an individual's talent and intelligence better. This theory was put forward by Howard Gardner in 1893 in his book entitled "Frames of Mind: The Theory of Multiple Intelligences".

1.2 *Theory of Learning*

The theory of learning is a process of linking new information to relevant concepts contained in a person's cognitive structure. His theory is related to the nature of meaning to learning only if the various concepts originating from the outside world have been able to be transformed into content frameworks by students involving two processes, namely: reception, which is generated through meaningful verbal learning and discoveries involved in concept formation in solution to the problem. Ausubel is more focused on verbal learning methods in speaking, reading, and writing, so that in terms of memorization-based learning does not help students in gaining knowledge, this theory was developed by David P. Ausubel.

1.3 *Motivation Theory*

Humans have five levels of needs, namely: (1) physiological needs; such as hunger, thirst, rest and sex, (2) the need for security; not only in the physical sense, but also mentally, psychologically and intellectually, (3) social needs, (4) self-esteem needs, which are generally reflected in various status symbols, and (5) needs for self-actualization. In the sense of the availability of opportunities for someone to develop the potential contained in him so that it turns into real abilities. The above hierarchy is based on the assumption that when people have satisfied a certain level of need, they want to shift to a higher level of need; this theory put forward by Abraham Maslow.

1.4 *Student Learning Behavior*

Learning behavior is often also called learning habits, which is a dimension of learning that individuals repeatedly do so that it becomes automated or spontaneous (Agustina & Yanti 2015). Learning behavior is a way or activity carried out by students in conducting learning, especially accounting, one's learning behavior becomes one of the factors of a person in understanding accounting, because understanding accounting is valued by using values, then one's behavior in accounting learning processes can also determine a person's understanding of accounting (Nugroho et al. 2018).

1.5 *Emotional Intelligence*

Emotional intelligence is the ability to feel and understand effectively in terms of applying emotional power and sensitivity as a source of positive energy, information, connections, and influences (Suprianto & Harryoga 2015). Emotional intelligence can determine how well a person is using the skills he has, including intellectual skills (Horri et al. 2018). This emotional intelligence is able to train students to be able to manage their feelings, the ability to motivate themselves, the ability to be tough in dealing with frustration, the ability to control impulse and delay gratification for a moment, regulate relative moods, and the ability to empathize and cooperate with others.

1.6 *Motivation*

Motivation means using the deepest desires to move and guide toward goals, help take the initiative, act effectively, and survive in facing failure and frustration (Sari et al. 2017). Students who have an effort to improve themselves show a fighting spirit towards self-improvement, which is the core and motivation for achievement. Every student who studies diligently will excel. Those who are driven by the need to achieve achievement are always looking for ways to find their success.

1.7 *Lecturer competence*

Lecturer competence is generally seen from how the lecturer's ability to master the material in applying the appropriate learning model for the material to be taught or studied by students (Sudaryono 2019). In fact, the purpose of teaching and learning activities is the achievement of a lecturer in providing material well and can be accepted by students in order to receive good learning outcomes and feedback.

1.8 *Understanding of IFRS*

Understanding is one form of learning outcomes. This understanding is formed as a result of the learning process. Understanding has a fundamental meaning that places the learning parts in portions; without it, knowledge, skills, and attitudes will not be meaningful. Improving understanding requires a proper and correct learning process. Understanding IFRS is a person's ability to recognize and understand the basis, standards, and provisions that apply IFRS. The level of understanding of IFRS can be measured by the extent to which someone knows and understands IFRS.

2 RESEARCH METHODS

2.1 *Location and Research Design*

This research was conducted at the State Universities in Makassar, South Sulawesi Province, namely, Hasanuddin University, Makassar State University, and Alauddin State Islamic University Makassar. This research is quantitative and used multiple linear regression analysis and descriptive analysis to explain the results of research through data that has been collected previously. Multiple linear regression analysis is useful for measuring the freedom of the independent variable against the approved variable, and the predicted variable is approved using the independent variable.

2.2 *Data Collection Method*

This study used a survey method, where the main data from the sample is collected using a questionnaire instrument in the field. The data used in this study were primary. Primary data were obtained directly from sources sent through questionnaires to respondents.

2.3 *Data Analysis Method*

The data that has been obtained were then processed using SPSS software. Before conducting multiple linear regression analysis, validity and reliability testing were done to measure credibility, and afterward, a classic assumption test was performed, namely the normality test, the multicollinierity test, and the heterokedasticity test. Then the f test, the coefficient of determination (R2), and the t-test were performed. After the classic trial and determination, the hypothesis testing was performed.

3 RESULT AND DISCUSSION

The validity testing results of this study showed learning behavior variables (X1), Emotional Intelligence (X2), learning motivation (X3), lecturer competence (X4), and IFRS Understanding Variables (Y) gained a significant value of 0.000 or <0.05 so all statements are valid.

The results of this study's reliability testing showed that all variables get a cronbach's alpha value> 0.6; this value indicates the data meet the reliability or can be used to manage the data thereafter. Results of the normality testing indicated that the Assymp Sig Kolmogorov – Smirnov (K-S) value of

0.200 is greater than α 5%. Thus it can be justified that the overall data used in this study is normally distributed. Multicollinearity test results showed that learning behavior (X1) with a VIF value of 2.081 and tolerance 0.480, emotional intelligence (X2) with a VIF value of 5.721 and tolerance 0.175, learning motivation (X3) with a VIF value of 3.045 and tolerance 0.328, Competence of lecturers (X4) VIF value of 1.568 and tolerance 0.638, all variables are known to show VIF <10 and tolerance value> 0.1, so there is no multicollinearity. The results of heteroscedasticity testing in this study showed the variable learning behavior (X1) with sig 0.827, emotional intelligence (X2) with sig 0.789 motivation to learn (X3) with sig 0.0338, lecturer competence (X4) with sig 0.205. All variables get sig> 0.05, so overall it can be concluded that there is no heteroscedasticity problem in this study The autocorrelation test results revealed that the Durbin-Watson value was 1.834 and du 1.809 so that the Durbin Watson value was located between du and 4 - du = 1.809 <1.834 <2.166. It can be concluded that no autocorrelation was found in the regression model.

The results of the determination coefficient test or R Square obtained Adjuster R square value (coefficient of determination) of 0.926 or equal to 92.6%. This means that learning behavior factors (X1), emotional intelligence (X2), learning motivation (X3), and lecturer competence (X4) contribute simultaneously to the understanding of accounting students about IFRS and significantly influence the learning behavior variable (X1), emotional intelligence (X2), motivation to learn (X3), and Competence of lecturers (X4) contribute simultaneously to the understanding of accounting students about IFRS.

3.1 *The effect of Learning behavior on IFRS understanding of State University accounting students in Makassar.*

The results of testing the first hypothesis show the relationship between Learning behavior variables (X1) with IFRS Comprehension (Y) showing a t value of -8.554. This value is greater than the t table (1,969), and the probability level is below 0.05 (0.000 <0.005). The results of this study indicated the facts learned about negative assessments of accounting students' understanding of IFRS (H1 accepted).

3.2 *The effect of Emotional intelligence on IFRS understanding of State University's accounting students in Makassar.*

The second hypothesis testing results showed that the relationship between the variable Emotional Intelligence (X2) with IFRS Comprehension (Y) shows a t-value of 24.062. This value is greater than the t-table (1.969), and the probability level is below 0.05 (0.000 <0.005). These results indicated that emotional intelligence had a positive effect on the understanding of accounting students about IFRS (H2 accepted).

3.3 *The effect of Motivation on IFRS understanding of State University accounting students in Makassar.*

The results of testing the third hypothesis showed that the relationship between Motivation (X3) and IFRS Understanding (Y) showed a t-value of 6.724. This value is greater than the t table (1.969), and the probability level is below 0.05 (0.000 <0.005). These results indicated that Learning Motivation had a positive effect on the understanding of accounting students about IFRS (H3 accepted).

3.4 *The effect of Lecturer Competence on IFRS understanding of State University accounting students in Makassar.*

The fourth hypothesis testing results showed that the relationship between Lecturer Competence (X4) and IFRS Understanding (Y) shows a t-value of 8.589. This value is greater than the t-table (1.969), and the probability level is below 0.05 (0.000 <0.005). These results indicated that lecturer competence had a positive and significant effect on accounting students' understanding of IFRS (H4 accepted).

3.5 *Discussion*

The results of this study showed how negative learning research on accounting students' understanding of IFRS, as a researcher has good competence in terms of mastering material or learning concepts that will be useful for students. David P. Ausubel in learning theory learning that requires verbal learning in speaking, reading, and writing in earnest. In terms of rote learning based on not much help students in gaining knowledge. The results of this study are consistent with research conducted by Parauba (2014) that learning behavior does not significantly/negatively affect accounting students' understanding.

Research results showed that emotional intelligence had a positive effect on accounting students' understanding of IFRS. This research is supported by the opinion of Howard Gardner in 1893 in his book entitled "Frames of Mind: The Theory of Multiple Intelligences" that stated the theory of multiple intelligences is a theory of intelligence commonly used as a reference to be able to understand the talents and intelligence of individuals better. The results of this study are in accordance with research conducted by Ansharulla (2013) that said emotional intelligence has a significant positive effect on the level of accounting understanding.

The results of the study showed that Learning Motivation had a positive effect on the understanding of accounting students about IFRS. This research is supported by Abraham Maslow that proposed five levels of needs, namely: (1) physiological needs. (2) the need for a feeling of security. (3) social needs, (4) needs for self-esteem, and (5) needs for self-actualization. The connection with the results of this study is to focus on the need for self-esteem in which to obtain self-esteem or achievement against the background with a good level of intelligence or understanding. This research is consistent with Ariyanti (2010) in her research, stating that student learning motivation has a significant positive effect on student understanding so that it can improve the learning achievement.

The research results showed that lecturer competence has a positive and significant effect on the understanding of accounting students about IFRS. Not much to help students in gaining knowledge. The connection with the results of this study is that a lecturer in influencing students must have the ability generally seen from how the lecturer's ability to master the material in applying appropriate learning models for the material to be taught or studied by students. This research is in line with the research of Budiadi & Sulistyawati (2013), Harimurti & Rispantyo (2014), which showed the results that lecturer competence has a significant effect on the level of understanding of accounting.

4 CONCLUSIONS

Based on the results and previous discussions, it is concluded that learning behavior has a negative effect on the understanding of accounting students about IFRS. It means that the learning behavior of students decreases, so IFRS understanding also decreases. This learning behavior had a significant but negative effect on students' understanding of IFRS.

This is understandable because students do not learn in a disciplined manner, another thing that can be understood is because each student has its own constraints in absorbing the material provided so that the results of the exam in the form of scores are used as a measure of understanding of IFRS.

Emotional intelligence had a positive effect on the understanding of accounting students about IFRS, meaning that higher emotional intelligence causes a better understanding of students about IFRS, which shows that increasing emotional intelligence, the level of understanding of IFRS will also increase.

Learning Motivation had a positive effect on accounting students' understanding of IFRS; higher Learning Motivation causes higher students' understanding of IFRS.

Lecturer competence had a positive and significant effect on the understanding of accounting students about IFRS. It can be interpreted that lecturers need to improve their competence in providing knowledge to students because lecturer competence can increase IFRS understanding

Based on the research conclusions and limitations, the authors recommend the following suggestions, first to add variables such as infrastructure, self-confidence, and others. The second broadens this research by enlarging the scope of research to all universities in Makassar, public universities in Indonesia, and others..

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