

# Accounting Students' Understanding of Assets, Liabilities and Equity by Different School of Origin: Study on Accounting Undergraduate Students at Tadulako University

Geraldine Claudia Ignatia Rante<sup>1\*</sup>, Nurhayati Haris<sup>2</sup>, Femilia Zahra<sup>2</sup>

<sup>1</sup> Student of Accounting Department, Faculty of Economics and Business, Tadulako University, Palu, Indonesia

<sup>2</sup> Lecturer in Accounting Department, Faculty of Economics and Business, Tadulako University, Palu, Indonesia

\*Corresponding author. Email: femilia.zahra@untad.ac.id

## ABSTRACT

This study aims to examine and analyze the level of understanding of accounting students towards assets, liabilities and equity of students in the Department of Accounting, Faculty of Economics and Business at Tadulako University. The method used in this research is quantitative by using primary data. Data collection techniques through questionnaires while the analysis method used is the independent sample t-test test method. The results showed that there was a significant difference in the understanding of asset variables. Specifically, students with a vocational background in accounting were more understanding of assets than students with a high school social science background. As for the liability variable, it shows that there is no significant difference between students with a background in accounting vocational high school (SMK) and social science background in high school (SMK-IPS). In the equity variable, the result also shows that there is no significant difference in understanding between students who come from accounting SMK and SMA-IPS.

**Keywords:** *Understanding, Assets, Liabilities, Equity.*

## 1. INTRODUCTION

Universities always manage to meet the quota of new students every year. The number of university registrants for both State Universities (PTN) and Private Universities (PTS) has increased every year. The choice of higher education majors is also increasingly diverse. Various new science majors have sprung up, and there are so many majors that previously existed at a university. The accounting major is still in demand by many prospective new students. One of the attractions of majoring in accounting is the number of jobs available in both the government and the private sector. Almost all entities, both private and public, need an accountant, either in the form of bookkeepers, tax auditors or auditors at public accounting firms. The large number of job opportunities for prospective accounting graduates is the reason why the accounting department is one of the majors that have the most interest.

Any university will always try to produce the best graduates in terms of understanding, ethics and morals. One of them is majoring in accounting, as it is deemed capable of producing the best graduates in their fields such as the ability to present, analyze, manage, and evaluate a financial report as well as knowledge in taxation [1]. With a promising career path in the future, the accounting major is still one of the most interest majors. Therefore, students in the accounting department are not only dominated by students with an accounting vocational school (SMK) background but also students from state and vocational high schools who previously did not have a basic understanding of accounting who want to enter the accounting department when continuing higher education of college.

Students of the economics faculty majoring in accounting at a university can come from a variety of different high school educational backgrounds. As a result of this difference in educational background, it

will lead to differences in understanding when entering college majoring in accounting [2]. From the background from high school, students from SMK majoring in accounting already have the basic knowledge of accounting both from terms, definitions, and simple financial reporting. The research similar to this problem has also been carried out by previous researchers at different times and places and had different results, so this study will be conducted at the accounting department, Faculty of Economics and Business, UNTAD in Palu City.

**2. LITERATURE REVIEW**

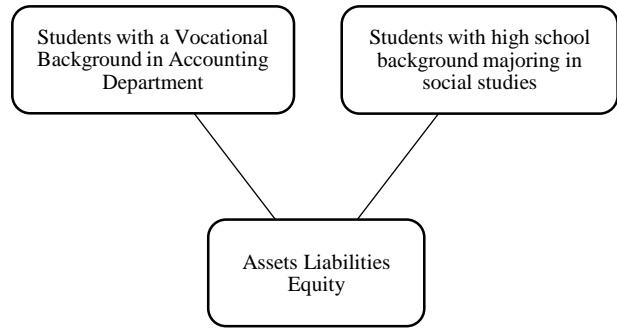
**2.1. Previous Research**

Previous studies are considered relevant to research regarding the level of understanding of accounting students on assets, liabilities and equity based on different school origins.

A research conducted by [3] analyzes the level of understanding of accounting students on the basic concepts of accounting by using empirical approach on accounting students of S1 UIN Suska Riau who come from different high school backgrounds. It showed that understanding of assets among students from Madrasah Aliyah (MA) is of more understanding of assets compared to students from other schools, while the understanding of liabilities and equity did not have a significant difference in students from accounting vocational schools (SMK), social studies majors SMA (SMA-IPS) and Madrasah Aliyah.

Research on the analysis of the level of understanding of accounting students on the basic concepts of accounting with empirical studies on accounting students at Batam International University [4]. by using Kruskall-wallis to find out differences in understanding found that there was no significant difference between the understanding of assets, liabilities and equity in students with different high school backgrounds [5], [6], [7], [8].

Furthermore, [9] conducted research on the analysis of the understanding of accounting students in dealing with the basics of accounting studies for undergraduate accounting students at Sultan Syarif Kasim State Islamic University, Riau. In this study, the understanding of assets used the Kruskall Wallis test [10]; [11]. The results of the study stated that there was no significant difference in the understanding of assets, liabilities and equity between students who came from different school backgrounds.



**Figure 1** Theoretical Framework.

**3. RESEARCH METHODS**

**3.1. Research Objects and Locations**

The object of this research is the understanding of assets, liabilities and equity as seen from the background of students who come from the accounting department (SMK) and the social Studies major (SMA-IPS).

**3.2. Types of research**

This research is a survey research. [12] stated that survey research is research conducted on large and small populations. The survey method is a method of collecting primary data obtained directly from original sources. This method uses questions or written statements that researchers give directly to respondents to obtain the desired data [13]; [14]; [15].

**3.3. Research sites**

This research was conducted at the accounting department of Tadulako University, Palu City, Central Sulawesi, which is located on Jl. Soekarno Hatta and implemented starting in November 2019.

**3.3. Data Types and Sources**

The type of data that the author uses in this study is quantitative data. Sources of data in this study are primary data and secondary data. Primary data is research data obtained directly by using questionnaires distributed directly to accounting students who are willing to become respondents. Secondary data are sources obtained by researchers indirectly, such as books, literature journals related to this study, and intermediary media (data obtained from university library regarding the number of students).

### 3.4. Data collection

Data collection techniques using questionnaires. The questionnaires in this study were distributed directly to accounting students, as many as 62 respondents according to the research sample.

### 3.5. Population and Research Sample

The population in this study was accounting students' class 2017 who had completed introductory accounting I, introductory accounting II, Intermediate Finance I, and Intermediate finance II courses. The sampling technique used is the Slovin method [15].

## 4. RESULTS AND DISCUSSION

### 4.1. Research Instrument Testing Results

The results of the validity and reliability testing show that all the instruments used to measure the independent variables of assets, liabilities and equity are valid and reliable, as shown in Table 1, 2, 3, and Table 4.

**Table 1.** Validity Test Results (Asset)

Statement Items	r- Calculate	r- Critical	Information
1	0,495	0,3	Valid
2	0,341	0,3	Valid
3	0,578	0,3	Valid
4	0,421	0,3	Valid
5	0,405	0,3	Valid
6	0,382	0,3	Valid
7	0,583	0,3	Valid
8	0,578	0,3	Valid
9	0,613	0,3	Valid
10	0,618	0,3	Valid

Source: Data processed (2019)

**Table 2.** Validity Test Results (Liability)

Statement Items	r- Calculate	r- Critical	Information
1	0,523	0,3	Valid
2	0,452	0,3	Valid
3	0,681	0,3	Valid
4	0,699	0,3	Valid
5	0,612	0,3	Valid
6	0,516	0,3	Valid
7	0,643	0,3	Valid
8	0,640	0,3	Valid
9	0,599	0,3	Valid
10	0,642	0,3	Valid

Source: Data processed (2019)

**Table 3.** Validity Test Results (Equity)

Statement Items	r- Calculate	r- Critical	Information
1	0,799	0,3	Valid
2	0,632	0,3	Valid
3	0,816	0,3	Valid
4	0,574	0,3	Valid
5	0,547	0,3	Valid
6	0,670	0,3	Valid
7	0,582	0,3	Valid
8	0,715	0,3	Valid
9	0,799	0,3	Valid
10	0,632	0,3	Valid

Source: Data processed (2019)

Based on Table 1, 2 and 3, it can be seen that the Corrected Item Total Correlation (r-Calculate) value in each statement item shows a number greater than the r-critical value. The results show that all the statement items of the variables in this study have a correlation coefficient greater than critical value of 0.3. This means that all the statements are valid.

**Table 4.** Reliability Test Results

Research variable	Cronbach's Alpha	Criteria	Conclusion
Asset (X1)	0,675	0,60	Reliable
Liability (X2)	0,806	0,60	Reliable
Equity (X3)	0,814	0,60	Reliable

Source: Data processed (2019)

Based on Table 4, it can be seen that Cronbach's Alpha of each asset, liability and equity variable has a value greater than 0.60, so all variables in this study can be said to be reliable because they have Cronbach's Alpha more than 0.60.

**4.2. Prerequisite Analysis Results**

*4.2.1. Normality Test Results*

The normality test aims to test whether the regression model has a normal distribution. The test is carried out using the Kolmogorov-Smirnov test. The data is said to meet the assumption of normality if the Kolmogorov -Smirnov value of each variable is greater than the significance number of 0.05 (Figure 2).

**Table 5. One-Sample Kolmogorov-Smirnov Test**

	Asset	Liability	Equity
N	62	62	62
Normal Parameters			
Mean	30,6159	28,1295	25,6225
Std. Deviation	4,23504	4,56154	4,56526
Most Extreme Differences			
Absolute	,168	,147	,137
Positive	,168	,147	,137
Negative	-,132	-,147	-,080
Kolmogorov-Smirnov Z	1,320	1,156	1,075
Asymp. Sig. (2-tailed)	,061	,138	,198

- a. Test distribution is Normal.
- b. Calculated from data.

Source: SPSS output for Windows version 21, 2019.

**Figure 2** Normality test

Based on the display of the Kolmogorov-Smirnov test table, the value of each variable is greater than the significance number of 0.05. Then, the residual value in the variable is normally distributed.

*4.2.2. Homogeneity Test Results*

The homogeneity test in the independent sample t-test is used as a prerequisite to decide whether to use the independent sample t-test method with the assumption that the variances of the two populations are assumed to be homogeneous (equal variances assumed) or use the independent sample t-test assuming the variance of the two populations is not homogeneous (equal) variances not assumed, because both have different calculation formulas.

**Table 6. Homogeneity Test**

Variable	F	Sig	Conclusion	Assumption
Asset	92.382	,979	Homogen	Equal Variances Assumed
Liability	79.265	,000	Inhomogen	Equal Variances not assumed
Equity	12.171	,302	Homogen	Equal Variances assumed

Source: SPSS Homogeneity Test data, 2019.

Table 6 shows that the liability variable < the specified significant level ( $\alpha = 0.05$ ). It can be concluded that the variable data is not homogeneous. Thus, the analysis of the t-test difference test for the liability variable must use the assumption of equal variances not assumed. Meanwhile, the probability value of the asset and equity variables > the specified significant level ( $\alpha = 0.05$ ). Thus, it can be concluded that the variable data is homogeneous. Thus, the t-test analysis for the asset and equity variables must use the equal variances assumed assumption.

**4.3. Hypothesis test**

*4.3.1. Test independent sample t-test*

Based on the results of statistical calculations, the t test shows that the asset variable obtained t-stat. value of  $9.612 > t$ -table of 2.000. The significance level is smaller than the 5% confidence level, namely  $0.000 < 0.05$ . Therefore, the asset variable (X1) has a difference between students from SMK Accounting and SMA-IPS. Based on these results, the first hypothesis in this study is accepted.

The results also showed that the liability variable (X2) has a t-stat. value of  $-0.24 < t$ -table of 2.000. The significance level is greater than the 5% confidence level, which is  $0.981 > 0.05$ . Therefore, the liability variable (X2) does not have a significant difference between students from SMK Accounting and SMA IPS. Based on these results, the second hypothesis in this study was rejected.

Lastly, the equity variable (X3) has a t-stat. value of  $-.255 < t$ -table of 2.000. The significance level is greater than the 5% confidence level, which is  $0.799 > 0.05$ . Therefore, the equity variable (X3) does not have a significant difference between students

from SMK Accounting and SMA IPS. Based on these results, the third hypothesis in this study was rejected.

## 5. DISCUSSION

Based on the results of research in examining the level of understanding of accounting students on assets, liabilities and equity based on different school origins, there are several things that can be explained in this study.

- a) Differences in understanding of assets between students from the Accounting Department (SMK) and Social Sciences High School (SMA-IPS).

Based on the results of data processing, it can be seen that the understanding of assets between students from SMA IPS and SMK Accounting has a significant difference. This shows that the learning experience that has been obtained since enrolling high school makes them have good mastery in terms of the application of previous accounting theory. This shows the difference in understanding of assets between students of Accounting Vocational School (SMK) and Social Sciences High School (SMA-IPS). The results of this study are contrary to previous research by Efriyenti [4] which stated that students from different school backgrounds, namely Accounting Vocational School and Social Sciences High School did not have a significant difference in understanding assets.

- b) Differences in the understanding of liabilities between students coming from the Accounting Department and Social Sciences High School

Based on the results of data processing, it can be seen that the understanding of liabilities between students from Social Science High School and Accounting Vocational High School does not have a significant difference. This shows that, from the beginning when they were in high school, they did not get a detailed understanding of accounting, making students from Social Sciences High School have a strong will to do better. Psychologically, the form of motivation is what makes students have the desire to change. This is also a supporting factor that causes the level of difference in understanding of students with a background in Accounting Vocational School and Social Sciences High School being not significantly different from the learning experience that has been obtained since enrolling high school [16]. It makes them have a good mastery in terms of the application of previous accounting theory. This shows the difference in understanding of assets between

students of Accounting Vocational School and Social Sciences High School. The results of this study are in line with previous research conducted by [3] which stated that students from different school backgrounds did not have a significant difference in understanding liabilities.

- c) Differences in equity understanding between students coming from the Accounting Department and Social Sciences High School

Based on the results of data processing, it can be seen that the understanding of equity between students from SMA IPS and SMK Accounting does not have a significant difference. This shows that, from the beginning when they were in high school, they did not get a detailed understanding of accounting, making students from Social Sciences High School have a strong will to do better. Psychologically, the form of motivation is what makes students have the desire to change. This is also a supporting factor that causes the level of difference in understanding of students with a background in Accounting Vocational School and Social Sciences High School as it is not significantly different from the learning experience that has been obtained since enrolling high school. It makes them have a good mastery in terms of the application of previous accounting theory [17]. This shows the difference in understanding of assets between students of Accounting Vocational School and Social Sciences High School. The results of this study are in line with previous research conducted by [9] which found that students from different school backgrounds did not have a significant difference in understanding equity.

## 6. CONCLUSION

There is a significant difference between the understanding of assets between students with a social studies background and an accounting vocational high school background. There is no significant difference in the understanding of liabilities between students with a social studies background and an accounting vocational high school. There is no significant difference in understanding of equity between students with a social studies background and an accounting vocational high school background.

Based on the results of the study and the conclusions, the following are some suggestions that can be proposed. It is recommended that students who previously did not have basic knowledge of accounting are expected to increase their motivation in

learning and find out the appropriate learning methods for them so that they are expected to compete with students who first understand accounting better. For further researchers, it is hoped that they can develop this research by examining other variables in raising the same problem.

In this study, there are several limitations of the study, including the following limitations. Data collection in this study used a questionnaire as an instrument, so that there are still possible weaknesses, such as respondents who answered carelessly and dishonestly and statements that were not understood by respondents.

### **AUTHORS' CONTRIBUTIONS**

First Author: writing, data analysis and field research; Second and third authors: method, data analysis, and validation.

### **ACKNOWLEDGMENTS**

Thanks to Tadulako University for providing research and financial support, and to the conference committee for providing the opportunity to present this article.

### **REFERENCES**

- [1] M. Fakhimuddin, U. Khasanah, and R. Trimiyati, "Database Management System in Accounting: Assessing the role of Internet Service Communication of Accounting System Information," *Res. Horiz.*, vol. 1, no. 3, 2021.
- [2] D. Purnamasari, A. Almira, and N. Savira, "The Accounting for Inventory from a Commercial Point of View," *Res. Horiz.*, vol. 1, no. 2, 2021, pp. 81–85.
- [3] M. Sar'i, M. Irsadsyah, and N. Djamil. "Analisis Tingkat Pemahaman Mahasiswa Akuntansi Terhadap Konsep Dasar Akuntansi," *Symposium Nasional Akuntansi XIII*. 2010.
- [4] D. Efriyenti, "Analisis Tingkat Pemahaman Mahasiswa Akuntansi Terhadap Konsep Dasar Akuntansi (Studi Empiris pada Mahasiswa Akuntansi di Universitas Internasional Batam)," *PEKBIS (Jurnal Pendidik. Ekon. Dan Bisnis)*, vol. 9, no. 3, 2017, pp. 241–252.
- [5] S. Munawir, *Analisa Laporan Keuangan*, 4<sup>th</sup> ed. Yogyakarta: Liberty, 2010.
- [6] B. H. Kusuma and N. Bangun, "Analisis Pemahaman Mahasiswa Akuntansi Terhadap Konsep Aset, Kewajiban, Dan Ekuitas," *J. Bisnis dan Akunt.*, vol. 13, no. 3, 2011, pp. 183–194.
- [7] Mursyidi, *Akuntansi Dasar*. Bogor: Ghalia Indonesia, 2010.
- [8] I. Ghazali, *Aplikasi Analisis Multivariate dengan Program IBM SPSS 23 (VIII)*. Semarang: Badan Penerbit Universitas Diponegoro, 2016.
- [9] A. Novius, "Analisis Pemahaman Mahasiswa Akuntansi dalam Menghadapi Mata Kuliah Dasar-Dasar Akuntansi (Studi pada Mahasiswa Akuntansi-S1 Universitas Islam Negeri Sultan Syarif Kasim Riau)," *Fokus Ekon. J. Ilm. Ekon.*, vol. 5, no. 2, 2010.
- [10] S. Rubiah, *Analisis Pengaruh Pemahaman Akuntansi, Mata Kuliah Bersyarat Dan Latar Belakang Pendidikan Terhadap Ipk Mahasiswa Jurusan Akuntansi Di Fakultas Ekonomi Umrah, Fakultas Ekonomi Universitas Maritim Raja Ali Haji*, 2012.
- [11] A. Hidayat, "Uji Komparatif (Pengantar) (Non Parametris)," 2012. <https://www.statistikian.com/2012/04/uji-komparatif-pengantar-non-parametris.html>.
- [12] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta, 2008.
- [13] J. Hartono, *Metodologi Penelitian Bisnis: salah kaprah dan pengalaman-pengalaman*, Yogyakarta: BPFE, 2004.
- [14] H. M. Jogiyanto, *Metodologi penelitian sistem informasi*, Yogyakarta: Andi Offset, 2008.
- [15] D. E. Kieso, J. J. Weygandt, and T. D. Warfield, *Akuntansi Intermediete*, Trans. Emil Salim, vol. 1, Jakarta: Erlangga, 2007.
- [16] A. H. Maslow, "A theory of human motivation.," *Psychol. Rev.*, vol. 50, no. 4, 1943, p. 370.
- [17] J. J. E. Gracia, *A theory of textuality: The logic and epistemology*. SUNY Press, 1995.