

## Perceptions of Boarding Careers, Students Majoring in Accounting and Non-Accounting Students on the Ethics of Preparing Financial Statements Based on Boarding School Psak (Case Study on Islamic Boarding Schools in Pekalongan)

Imam Prayogo<sup>1</sup>, Annisa Qurrota Ayun<sup>2</sup>, Muhammad Ubaidillah<sup>3</sup>

<sup>1,2,3</sup> Faculty of Vocational School, University of Diponegoro, PSDKU Pekalongan, Indonesia  
[imamprayogo@lecturer.undip.ac.id](mailto:imamprayogo@lecturer.undip.ac.id), [aqaannisa@lecturer.undip.ac.id](mailto:aqaannisa@lecturer.undip.ac.id)

### Abstract

*Education in Indonesia lags far behind other countries in Asia. One of the causes is the lack of ethical implementation in the education system. Islamic boarding school education is generally organized by the community as a manifestation of education from, by, and for the community. Islamic boarding school is an Islamic educational institution with a dormitory or cottage system. One form of ethical violation that is still widely questioned in the accounting world is the issue of earnings management. Islamic boarding school caregivers and other administrators can be positioned as agents in Law No. 18 of 2019. This is because they get endowment funds from the central government and/or local governments. The principal here is the central government and/or local government because it provides endowment funds to Islamic boarding schools. Through PSAK Accounting for Islamic Boarding Schools, Islamic boarding schools are asked to present accountability in the form of financial reports. This study analyzes the differences in perceptions between boarding school caregivers, students majoring in accounting, students majoring in non-accounting, on the ethics of preparing financial statements. The results showed that there were no significant differences in perceptions in the three research samples, namely: boarding school caregivers, students majoring in accounting, and non-accounting students on the ethics of preparing financial statements.*

### Keywords

perception; ethics for the preparation of financial statements; islamic boarding school



## I. Introduction

Education in Indonesia lags far behind other countries in Asia. One of the causes is the lack of ethical implementation in the education system. Every element of the education system must apply ethical values, so that they synergize with the quality of education.

The world of education provides output in the form of human resources to the community. The essence of teaching ethics is to give ethical knowledge to students only at the level of moral perception and moral judgment. To reach the action level, students must have an awareness of divine values. Therefore, the development of an ethical and moral world of education is very important in order to form a civil society.

Islamic boarding school education is generally organized by the community as a manifestation of education from, by, and for the community. Long before Indonesia's independence, education organized by Islamic boarding schools had already developed. Apart from being the cultural root of the nation, religious values are recognized as an inseparable part of education. Islamic boarding school education is also developing

because religious education subjects are considered to face various limitations. Historically, the existence of Islamic boarding schools has been very important in community development efforts. Moreover, because Islamic boarding schools are sourced from the aspirations of the community which reflect the real needs of the community for educational services and other services.

Law Number 18 (2019), guarantees and regulates the implementation of Islamic boarding schools in carrying out educational functions, da'wah functions, and community empowerment functions. Through this Law on Islamic Boarding Schools, the implementation of Islamic Boarding School Education is recognized as part of the implementation of national education. This law provides a legal basis for recognition of the role of Islamic boarding schools in forming, establishing, building, and maintaining the Unitary State of the Republic of Indonesia, traditions, values and norms, variants and activities, professionalism of educators and education personnel, as well as quality assurance processes and methodologies.

Law Number 18 (2019) concerning Islamic Boarding Schools is the legal basis for affirming the guarantee of equality of graduate quality levels, easy access for graduates, and the independence of Islamic boarding schools, as well as the legal basis for the Central Government and Regional Governments to provide facilitation in the development of Islamic Boarding Schools.

The elements involved in the development of the world of education are: (1) the government which regulates the world of education based on the provisions of regulations and laws, (2) educational institutions, (3) teachers/lecturers, and (4) students/college students. The four elements are related to one another, thus forming an education system. The world of education, especially accounting also has a great influence on the ethical behavior of an accountant. Accounting is taught starting from junior high school (SMP) on the subject of "service". Continue to vocational high school (SMK) with a special major in accounting. Deepened and expanded in college and other professional education to produce an accountant. Human Resources (HR) is the most important component in a company or organization to run the business it does. Organization must have a goal to be achieved by the organizational members (Niati et al., 2021). Development is a change towards improvement. Changes towards improvement require the mobilization of all human resources and reason to realize what is aspired (Shah et al, 2020). The development of human resources is a process of changing the human resources who belong to an organization, from one situation to another, which is better to prepare a future responsibility in achieving organizational goals (Werdhiastutie et al, 2020).

An understanding of prospective accountants (accounting students) on "ethics" is very necessary. Ethics has an important role in the development of the accounting profession in Indonesia. Ethical content courses cannot be separated from the ethical higher education subsystem. This is so that students have a complete personality as prospective professional accountants (Fitriani and Yulianti, 2005).

One form of ethical violation that is still widely questioned in the accounting world is the issue of earnings management. Earnings management practices are considered ethically ambiguous (Fischer & Rosenzweig, 1995). Earnings management is the act of the manager reporting the amount of profit that will maximize personal interests and or the interests of the company, using the policies of users of accounting methods (Scott, 1997).

Earnings management is one of the controversial areas as an acceptable or unacceptable behavior. Most managers appear to be practicing earnings management and believe that the practice is not explicitly prohibited. However, some practitioners argue that

earnings management is immoral or unethical, if the practice does not consider the possible adverse effects of the practice (Assih, 2000).

Islamic boarding school caregivers and other administrators can be positioned as agents in Law No. 18 of 2019. This is because they get endowment funds from the central government and/or local governments. The principal here is the central government and/or local government because it provides endowment funds to Islamic boarding schools. Through PSAK Accounting for Islamic Boarding Schools, Islamic boarding schools are asked to present accountability in the form of financial reports.

Financial statements are the source of information for investors as one of the basic considerations in making capital market investment decisions and a means of management accountability for the resources entrusted to them. This shows that financial statements are an important medium for conveying corporate disclosure by Islamic boarding schools. Financial reports are an important source of information in decision-making by the central government and/or local governments. In order for the financial statements that have been audited by public accountants to be a useful basis for decision making, one way that can be taken is to make certain criteria for the need for disclosure that can cover all public companies (Baridwan, 1992: 1-6) in Subiyantoro (1996).

Financial statements are basically a source of information for investors as one of the basic considerations in making capital market investment decisions and also as a means of management responsibility for the resources entrusted to them (Prayoga and Afrizal 2021). Financial performance is a measuring instrument to know the process of implementing the company's financial resources. It sees how much management of the company succeeds, and provides benefits to the community. Sharia banking is contained in the Law of the Republic of Indonesia No.21 of 2008 article 5, in which the Financial Services Authority is assigned to supervise and supervise banks. (Ichsan, R. et al. 2021)

This research is a replica of Yulianti and Fitriany (2005) research. Yulianti and Fitriany (2005) researched the ethics of preparing financial statements with the object of students majoring in accounting and non-accounting students based on generally accepted accounting standards. While this study has the object of caregivers of Islamic boarding schools, students majoring in accounting and non-accounting students on the ethics of financial reporting based on PSAK Islamic Boarding Schools and Law Number 18 (2019) concerning Islamic Boarding Schools. This study analyzes the differences in perceptions between boarding school caregivers, students majoring in accounting, students majoring in non-accounting, on the ethics of preparing financial statements.

## **II. Review of Literature**

### **2.1 Stewardship Theory**

Stewardship theory describes the relationship between shareholders (principal) and managers (steward). This theory has the assumption that personal interests between managers and shareholders can be aligned through the achievement of organizational goals. Managers are motivated to maximize company performance so as to meet shareholder expectations and act in accordance with organizational goals. Managers with all the facilities and resources in the company work for company goals, no longer prioritizing personal or personal interests. Managers as stewards will be responsible for the assets they manage (the company) openly to shareholders through financial statements (Sanchez, 2007).

## **2.2 Financial Statements**

Financial statements are the final result of the accounting process. Financial reports are an important mechanism for managers to communicate with outside investors, namely public investors outside the scope of management and not involved in managing the company. Disclosure provides assurance that financial statements are more complete and accurate so that the risk of making decisions based on financial statements is reduced. Thus, investors become more confident in companies that provide full disclosure, as a result the company's securities become more attractive to many investors and their prices will rise. The increase in stock prices due to the disclosure of financial statements will ultimately increase the prosperity of investors (Irawan, 2016).

## **2.3 Preparation of Financial Statements**

Financial statements provide an overview of a company that is translated in currency. Accountants tend to use this word in a more limited sense, namely the submission of financial information about a company in financial statements, usually annual reports. Disclosure in its narrowest sense includes matters such as management discussion and analysis, footnotes, and supplementary reports.

## **2.4 Perception**

According to Siegel and Marconi (1989) in Hidayah (2018), a formal definition of perception is a process in which we select, organize and interpret stimuli into something meaningful and a coherent picture of the world. Perception is also defined as the process by which individuals organize and interpret their sensory impressions in order to give meaning to the surrounding environment (Hidayah, 2018). According to Matlin (1998) in Hikmah (2018) perception is a process that involves prior knowledge in obtaining and interpreting the stimulus shown by the senses. Matlin (1998) states that the aspects that exist in perception are pattern recognition and attention. Pattern recognition involves the process of identifying complex stimuli that are influenced by context and past experiences. While attention is the concentration of mental activity that involves further processing or a stimulus and at the same time ignoring other stimuli.

## **2.5 Ethics**

Ethics comes from the Greek word *ethikos*, an adjective from *ethos* (behavior). According to Suseno (1997) ethics is philosophy or critical and fundamental thinking about moral teachings and views.

Ethics has become an important concern of the Indonesian people lately, after the various moral degradations that occurred among practitioners and academics, with actions in the form of corruption and other abuses, which automatically constitute a violation of ethics, both professional ethics and ethics in general.

## **2.6 Law Number 18 of 2019**

Law Number 18 (2019) concerning Islamic Boarding Schools guarantees, regulates and becomes the legal basis for recognition of the role of Islamic Boarding Schools in forming, establishing, building, and maintaining the Unitary State of the Republic of Indonesia, traditions, values and norms, variants and activities, professionalism of educators and staff, and the quality assurance process and methodology. Through the Law on Islamic Boarding Schools, the implementation of Islamic Boarding School Education is recognized as part of the implementation of national education.

## 2.7 PSAK Accounting for Islamic Boarding Schools

Islamic boarding school is an Islamic educational institution with a dormitory or boarding system, in which the caretaker of the boarding school becomes the central figure, the mosque as the center of activities that animates it, and the teaching of Islam under the guidance of the caretaker of the Islamic boarding school followed by the Islamic boarding school students as the main activity (Law No, 2019).

### III. Research Method

The population in this study were the caretakers of Islamic boarding schools, students majoring in accounting and non-accounting students who were in Islamic boarding schools in Central Java. The Islamic boarding schools studied were Islamic boarding schools that had business units (cooperatives, and others) and had or regularly received government funding assistance from both regional and central governments. Sampling in this study was taken by two sampling methods. Sampling for the group of Islamic boarding school caregivers, students majoring in accounting and non-accounting students was carried out by purposive sampling.

### IV. Result and Discussion

#### 4.1 Data Quality Test

Before testing the hypothesis, it was first tested to find out the sincerity of the respondents' answers.

#### 4.2 Validity test

##### a. Misstate

The results of the questionnaire validity test on the misstate question construct are shown in table 1 below:

**Table 1.** Misstate Construct Validity Test Results  
Correlations

	TOT_MI	MI1	MI2	MI3	MI4	
TOT_MI	Pearson Correlation	1	.487**	.702**	.723**	.735**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	256	256	256	256	256
MI1	Pearson Correlation	.487**	1	.147*	.037	.216**
	Sig. (2-tailed)	.000		.019	.559	.000
	N	256	256	256	256	256
MI2	Pearson Correlation	.702**	.147*	1	.417**	.314**
	Sig. (2-tailed)	.000	.019		.000	.000
	N	256	256	256	256	256
MI3	Pearson Correlation	.723**	.037	.417**	1	.380**
	Sig. (2-tailed)	.000	.559	.000		.000
	N	256	256	256	256	256
MI4	Pearson Correlation	.735**	.216**	.314**	.380**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	256	256	256	256	256

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

Source: Primary data processed, 2021

Table R values for the number of N as much as 256 at a significance level of 5% are DI.1(0.705), DI.2(0.687), and DI.3(0.669). This means that all indicators of the disclosure questions used are valid.

### b. Construction Cost and Benefits

The results of the questionnaire respondents' validity test for cost and benefits are shown in table 2 below:

**Table 2.** Cost and Benefits Construct Validity Test Results

		TOT_CB	CB1	CB2	CB3
TOT_CB	Pearson Correlation	1	.845**	.862**	.674**
	Sig. (2-tailed)		.000	.000	.000
	N	256	256	256	256
CB1	Pearson Correlation	.845**	1	.729**	.279**
	Sig. (2-tailed)	.000		.000	.000
	N	256	256	256	256
CB2	Pearson Correlation	.862**	.729**	1	.327**
	Sig. (2-tailed)	.000	.000		.000
	N	256	256	256	256
CB3	Pearson Correlation	.674**	.279**	.327**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	256	256	256	256

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Source: Primary data processed, 2019 (Lampiran C)

Table R values for the number of N as much as 256 at a significance level of 5% are CB.1(0.845), CB.2(0.862), and CB3(0.674). This shows that all cost and benefit indicators used are valid.

### c. Responsibility Construction

The results of the questionnaire respondents' validity test for the responsibility indicators in this study are shown in table 3 below.

**Table 3.** Responsibility Construct Validity Test Results  
Correlations

		TOT_RE	RE1	RE2
TOT_RE	Pearson Correlation	1	.853**	.846**
	Sig. (2-tailed)		.000	.000
	N	256	256	256
RE1	Pearson Correlation	.853**	1	.444**
	Sig. (2-tailed)	.000		.000
	N	256	256	256
RE2	Pearson Correlation	.846**	.444**	1
	Sig. (2-tailed)	.000	.000	
	N	256	256	256

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Source: Primary data processed, 2021

Table R values for the number of N as much as 256 at a significance level of 5% are RE1 (0.853) and RE2 (0.845). It appears that the calculated r value for all indicators in the research respondents is above the r table (0.141). This shows that all responsibility indicators used are valid.

### 4.3 Reliability Test

The following is a reliability test using the SPSS version 22 program

**Table 4.** Misstate Construction Reliability Test Results  
Reliability Statistics

Cronbach's Alpha	N of Items
.582	4

*Source: Primary data processed, 2021*

**Table 5.** Construction Reliability Test Results Disclosure  
Reliability Statistics

Cronbach's Alpha	N of Items
.434	3

*Source: Primary data processed, 2021*

**Table 6.** Cost and Benefits Construction Reliability Test Results  
Reliability Statistics

Cronbach's Alpha	N of Items
.706	3

*Source: Primary data processed, 2021*

**Table 7.** Responsibility Constructs Reliability Test Results  
Reliability Statistics

Cronbach's Alpha	N of Items
.615	2

*Source: Primary data processed, 2021*

The output results in the table 4 provide Cronbach Alpha coefficient values of 0.582, 0.706 and 0.615 above 0.5 so that it can be said that the misstate, cost and benefits and responsibility questions are declared reliable. Table 5 shows the disclosure reliability value of 0.434. It appears that all Cronbach Alpha coefficient values are below 0.5. However, because the disclosure is declared valid, it can be continued to test the hypothesis. It is interpreted that the series of questionnaires used in this study are reliable.

### 4.4 Descriptive Statistical Analysis

The following is a descriptive analysis of the respondents' answers:

**Table 8.** Descriptive Statistical Analysis

	N	Minimum	Maximum	Mean	Std. Deviation
Islamic Boarding School Caregivers	113	2	27	16,68	3,804
Accounting Islamic boarding school students	70	2	28	18,12	3,391
Non-accounting Islamic boarding school students	73	2	24	16,93	3,267

Source: Primary data processed, 2021

In the group of students majoring in accounting, the results of the descriptive analysis in table 8 above give a minimum value of 2 and a maximum of 28 with an average of 18.12 and a standard deviation of 3.391. The average score of the boarding school caregivers is 16.68, which is the lowest of the three groups.

#### 4.4 ANOVA Assumptions

##### a. Normality test

The following is the normality test in this study:

**Table 9.** Normality Assumption Test  
One-Sample Kolmogorov-Smirnov Test

		MI	DI	CB	RE
N		256	256	256	256
Normal Parameters <sup>a,b</sup>	Mean	17.1484	14.3594	11.1094	7.4727
	Std. Deviation	3.58557	2.34557	3.40987	2.23853
	Absolute	.090	.116	.104	.108
Most Extreme Differences	Positive	.090	.116	.104	.108
	Negative	-.049	-.082	-.052	-.077
Kolmogorov-Smirnov Z		1.448	1.849	1.666	1.728
Asymp. Sig. (2-tailed)		.030	.002	.008	.005

a. Test distribution is Normal.

b. Calculated from data.

Source: Primary data processed, 2021

Table 9 above gives Z values of MI (1.448), DI (1.849), CB (1.666) and RE (1.728) with a significance level of 0.103. It appears that the significance value is above 0.05 which indicates that the normality assumption is met. Thus the assumption test can be continued.

##### b. Homogeneity Test

The following is the homogeneity test on the research model:

**Table 10.** Homogeneity Test  
Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
MI	1.276	2	253	.281
DI	.274	2	253	.761
CB	2.917	2	253	.056
RE	1.968	2	253	.142

Source: Primary data processed, 2009 (Lampiran C)

Table 10 above shows that the significance values are MI(0.281), DI(0.761), CB(0.560) and RE(0.142). This value is above 0.05 which indicates that the homogeneity assumption is met. Then the assumption test can be continued.

#### 4.5 Analysis of Variance (ANOVA)

The hypothesis in this study was tested using ANOVA. The following is the ANOVA in this study:

**Table 11. ANOVA**

		Sum of Squares	Df	Mean Square	F	Sig.
MI	Between Groups	95.328	2	47.664	3.789	.024
	Within Groups	3183.031	253	12.581		
	Total	3278.359	255			
DI	Between Groups	16.882	2	8.441	1.541	.216
	Within Groups	1386.056	253	5.478		
	Total	1402.938	255			
CB	Between Groups	103.896	2	51.948	4.594	.011
	Within Groups	2861.041	253	11.308		
	Total	2964.938	255			
RE	Between Groups	56.362	2	28.181	5.837	.003
	Within Groups	1221.447	253	4.828		
	Total	1277.809	255			

Source: Primary data processed, 2021

Table 19 above provides a calculated F value of MI (3.789) with a significance of 0.024. DI (1.541) with a significance of 0.216. CB (4,594) with a significance of 0.011. RE (5.837) with a significance of 0.003. The significance value is above 0.05 which indicates that there is no significant difference in perception in the three research groups. However, for misstate and responsibility there are significant differences in the three groups of respondents.

To see in detail the differences in each group, it shows that the Tukey HSD significance between the boarding school caregiver group and the accounting student group is MI (0.021), DI (0.339), CB (0.700) and RE (0.87). This value is above 0.05 which indicates that there is no significant difference in perception between the group of boarding school caregivers and the group of students majoring in accounting.

Furthermore, the significance between the accounting student group and the non-accounting student group was Tukey HSD of MI (0.110), DI (0.134), CB (0.123), and RE (0.002). This value is above 0.05 which indicates that there is no significant difference in perception between the group of students majoring in accounting and the group of non-accounting students.

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#### **4.6 Hypothesis Discussion**

Differences in the Perceptions of Islamic Boarding School Caregivers, Accounting Majors, and Non-Accounting Students on the Ethics of Financial Reporting

The results showed that there was no significant difference in perception in the three research samples, namely the sample of boarding school caregivers, students majoring in accounting, and non-accounting students. It means that in general, the ethics of preparing financial statements are perceived equally by each group of respondents. This is possible because of the similarities in the characteristics of each group so that they have the same perception about the ethics of preparing financial statements.

The results of this study generally indicate that the level of education and religious insight is able to provide a higher level of understanding to a person. Therefore, a person who has had sufficient Islamic boarding school education, and also has relatively a lot of experience can be said to have a better ethical perception of the preparation of financial statements.

#### **4.7 Differences in the Perceptions of Islamic Boarding School Caregivers and Students of the Accounting Department on the Ethics of Financial Statement Preparation**

A detailed review shows that there is no difference in the ethical perception of financial statement preparation between groups of boarding school caregivers and groups of students majoring in accounting. Differences in ethical perceptions of financial statement preparation between boarding school caregivers and students majoring in accounting are possible because of the similarity of religious insight and experience. Islamic boarding school students majoring in accounting as novice accountants have much lower religious insight than boarding school caregivers.

Students majoring in accounting can apply accounting insights and collaborate with their religious insights. So that there is no difference in perception of the ethics of preparing financial statements. In terms of experience, students majoring in accounting have experience in preparing financial statements compared to caregivers of Islamic boarding schools.

#### **4.8 Differences in Perceptions of Islamic boarding school students from Accounting Department and Non-Accounting Students to Ethics in Financial Statement Preparation**

There is no significant difference in the ethical perception of financial statement preparation. It was also found between students majoring in accounting and non-accounting students. Considerations regarding similar religious insights, make the perception of the ethics of preparing financial statements the same (according to the rules). Although non-accounting students do not have accounting insight, good religious insight makes non-accounting students think positively (application of ethics in preparing financial

statements). In addition, non-accounting students have real experience managing cooperatives (business units) in Islamic boarding schools. This makes the point of view of the two groups not much different.

#### **4.9 Differences in the Perceptions of Islamic Boarding School Caregivers and Non-Accounting Students on Ethics for Financial Reporting**

This study did not find any differences in ethical perceptions of financial statement preparation between boarding school caregivers and non-accounting students. The absence of this difference is possible because of the similarity of characteristics between Islamic boarding school caregivers and non-accounting students. These two groups have relatively the same level of religious insight. The education level of Islamic boarding school caregivers may be slightly higher than the education level of non-accounting Islamic boarding school students. However, in terms of experience, non-accounting students have experience in managing cooperatives (business units) thus making a relatively good point of view on the ethics of preparing financial statements. Some of these similarities in characteristics give rise to the common perception of ethics in the preparation of financial statements between the two groups.

#### **4.10 Discussion of Interviews Related to Law Number 18 of 2019 concerning Islamic Boarding Schools**

The interviews conducted in this study met the general interview standards. This is the question in the interview regarding Law Number 18 of 2019 as a reference for the question. This research question model meets expectations, namely insight, understanding, and implementation of Law 18 of 2019 concerning Islamic Boarding Schools.

#### **4.11 Islamic Boarding School Caregiver Group**

A discussion review shows that the caregivers of Islamic boarding schools are aware of the issuance of Law 18 of 2019 concerning Islamic Boarding Schools. The difference is that not all boarding school caregivers understand the contents of the regulation.

The main points in Law Number 18 of 2019 concerning Islamic Boarding Schools:

- a. yellow book,  
It is approved by the Islamic boarding school law that Islamic boarding school educational institutions must teach their students to use the yellow book curriculum, this is in accordance with article 1, paragraphs 2 and 3 of the Islamic boarding school law.
- b. independent institution,  
One of the Islamic boarding school laws explains that the existence of Islamic boarding school as an independent institution that instills the values of faith in Allah SWT.
- c. Islamic boarding school caregivers with Islamic boarding school education,  
In Article 5 of the Law on Islamic Boarding Schools it is stated that Islamic boarding school must have a boarding school caregiver. It's just that in article 1, paragraph 9, the caretaker of a boarding school must be an educator who has the potential for religious knowledge with the Islamic boarding school education background.
- d. Learning process,  
The Islamic boarding school law ratifies a unique learning process, namely that graduation certificates have equality with other formal institutions by fulfilling education quality assurance.
- e. Get endowment,

Finally, one of the points of the Islamic boarding school Law explains that Islamic boarding school will get endowment funds from the government, the provisions are included in Article 49 paragraphs 1 and 2.

Eight (8) of the ten (10) Islamic boarding schools that the researcher visited, dominantly the caregivers of Islamic boarding schools run points (a-d). Regarding the endowment fund, the assessment and point of view of the caregivers, as long as the cottage can still be independent of the operation and development of the cottage. So, assistance (endowment) from the government is not needed (not taken) and it is recommended that teaching be given to the welfare of asatidz (TPQ teachers) who are still at an alarming level.

Islamic boarding schools are now starting to be creative in developing productive business units. The business unit can consistently support the operation and development of the cottage. Therefore, Islamic boarding schools that have business units can support the life of the boarding school.

Islamic boarding school caregivers hope that the government will help facilitate the development of cottage business unit products, such as: facilitating the copyright (haki) process, halal certification from the Indonesian Ulama Council (MUI), BPOM and Ministry of Health permits for business unit products. The development of marketing (marketing) for Islamic boarding school business products is also very necessary. Islamic boarding schools need more sustainable facilities for the products of the cottage business unit. This can provide a quality of life for Islamic boarding school education.

#### **4.12 Group of Students of Accounting Department**

The results of the discussion showed that all students majoring in accounting were aware of the ratification of Law 18 of 2019 concerning Islamic Boarding Schools. The majority of students majoring in accounting support the regulation.

Students majoring in accounting hope that the government will help facilitate the development of accounting education at Islamic boarding schools, such as training in preparing financial reports, competency certification (CAAT) for students, and scholarships for accounting profession education for students. The development of human resources (HR) of the students is very necessary to work in the community in the future.

#### **4.13 Non-Accounting Student Group**

The results of the discussion showed that all non-accounting students were aware of the ratification of Law 18 of 2019 concerning Islamic Boarding Schools. The majority of non-accounting students support the regulation.

Non-accounting students hope that the government will help facilitate the development of cottage business unit products, such as: facilitating the copyright (haki) process, halal certification from the Indonesian Ulama Council (MUI), BPOM and Ministry of Health permits for business unit products. The development of marketing (marketing) for Islamic boarding school business products is also very necessary.

Islamic boarding schools are now starting to be creative in developing productive business units. The business unit can consistently support the operation and development of the cottage. Therefore, Islamic boarding schools that have business units can support the life of the boarding school.

#### **4.14 Discussion of the results of the interviews for each group will be explained in the next sub-chapter.**

The results of discussions with the caregivers of Islamic boarding schools, that Islamic boarding schools have produced many scientists, fighters, leaders, bureaucrats, and others who contribute to the progress of Indonesia.

Developments regarding PSAK Accounting for Islamic Boarding Schools, Islamic boarding school caregivers receive information from students and alumni who are pursuing the field of accounting. According to the caregivers of Islamic boarding schools, the problem of human resources (HR) managing the finances of Islamic boarding schools is a special concern.

The preparation of accounting guidelines for Islamic boarding schools is part of an effort to empower the economy of Islamic boarding schools so that Islamic boarding schools are able to prepare financial reports based on generally accepted financial standards in Indonesia. The purpose of preparing financial statements is to provide non-binding accounting guidelines for Islamic boarding schools in preparing financial statements.

The objectives of the financial statements prepared and presented by the Islamic Boarding School foundation are: (a) to provide information on financial position, performance, cash flows and other information that is useful for users of financial statements in making economic decisions: and (b) the form of responsibility (responsibility) for the board of the boarding school foundation for the use of the resources entrusted to him (Islamic Boarding School Accounting PSAK, 2018). The board of the Islamic boarding school is responsible for the preparation and presentation of financial statements.

#### **4.15 Group of Students majoring in accounting**

The group of students majoring in accounting, better understand the regulations of PSAK Accounting for Islamic Boarding Schools. The results of the interview discussions, this group understood the usefulness of the regulation.

Islamic boarding school students majoring in accounting are more interested in assistance regarding financial report preparation training either from the government through related agencies or by the academic world (universities).

This can be done in the form of Thematic KKN, namely the socialization of counseling and training on PSAK Accounting for Islamic Boarding Schools by the campus to Islamic boarding schools that have business units. This kind of assistance will be very effective and can be directly applied in the operations of Islamic boarding schools.

#### **4.16 Non-Accounting Student Group**

The results of interviews with several non-accounting students, PSAK Accounting Islamic boarding schools are not familiar or still foreign to their ears. This is because they do not pursue the world of accounting and do not manage business units at existing Islamic boarding schools.

According to them, Islamic boarding schools are places where students learn to live and socialize in various aspects and aspects. Islamic boarding schools have the most important role in the development of diversity in Indonesia. The diversity of Islamic boarding schools and their active role has been around for a long time. Even though Islamic boarding schools have shown their role so far, Islamic boarding schools still have to struggle to face various internal and external problems. These problems, among others, in terms of human resources (HR) who manage the finances of Islamic boarding schools.

These non-accounting students understand that the preparation of Islamic boarding school accounting guidelines is part of an effort to empower the economy of Islamic boarding schools so that Islamic boarding schools are able to prepare financial reports based on generally accepted financial standards in Indonesia. The purpose of preparing financial statements is to provide non-binding accounting guidelines for Islamic boarding schools in preparing financial statements. The board of the Islamic boarding school is responsible for the preparation and presentation of financial statements.

## V. Conclusion

The results showed that there were no significant differences in perceptions in the three research samples, namely: boarding school caregivers, students majoring in accounting, and non-accounting students on the ethics of preparing financial statements. This means that in general, the ethics of preparing financial statements are perceived equally by each group of respondents. This is possible because of the similarities in the characteristics of each group so that they have the same perception about the ethics of preparing financial statements.

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