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Persepsi Mahasiswa Akuntansi Terhadap Etika Penyusunan Laporan Keuangan Dan Efek Skandal Akuntansi

ACCOUNTING STUDENT PERCEPTIONS OF ETHICS IN FINANCIAL STATEMENT PREPARATION AND THE EFFECTS OF ACCOUNTING SCANDALS

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui perbedaan persepsi mengenai etika penyusunan laporan keuangan dan skandal Akuntansi dan bisnis dalam profesi akuntan antara mahasiswa akuntansi tingkat bawah dan mahasiswa akuntansi tingkat atas. Populasi pada penelitian ini yaitu Mahasiswa Program Studi Akuntansi S1 Kota Bandung tingkat bawah dan tingkat atas yang berjumlah 106 orang dengan teknik pengambilan sampel purposive sampling. Teknik pengumpulan data menggunakan kuesioner. Uji hipotesis dalam penelitian ini menggunakan uji beda rata-rata Independent T-test dengan bantuan software SPSS Statistics 25. Hasil dari penelitian ini menunjukkan bahwa pada etika penyusunan laporan keuangan, hanya faktor salah saji yang tidak memiliki perbedaan yang signifikan antara mahasiswa tingkat bawah dan mahasiswa tingkat atas. Dan terdapat perbedaan persepsi pada pemahaman mengenai skandal Akuntansi antara mahasiswa tingkat bawah dan mahasiswa tingkat atas.

Kata kunci: etika; persepsi; laporan keuangan; skandal akuntansi

ABSTRACT

This research aims to find out the differences in perception regarding the ethics of the preparation of financial statements and accounting scandals and businesses in the accounting profession between lower-level accounting students and top-level accounting students. The population in this study is students of Accounting Study Program S1 Bandung lower level and top level of 106 people with purposive sampling techniques. Data collection techniques using questionnaires. The hypothesis test in this study used an average independent T-test with the help of SPSS Statistics 25 software. The results of this study show that on the ethics of financial report preparation, only misrepresentation factors do not have significant differences between lower-level students and top-level students. And there is a difference in perception on the understanding of the Accounting scandal between lower-level students and top-level students.

Keywords: ethics; perceptions; financial statements; accounting scandals.

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INTRODUCTION

Since the introduction of the concept of Good Corporate Governance (GCG) in Indonesia, this concept is increasingly commonly used. This situation occurred after the 1997 crisis in Indonesia which destroyed various sectors of the economy. Weak implementation of corporate governance is one of the causes of the crisis. Therefore, the implementation of Good Corporate Governance (GCG) is important to do, because it can contribute to maintaining and improving the continuity of a healthy and competitive business in the long term and increasing the confidence of investors, shareholders and stakeholders. Since then, the government and investors have begun to pay attention to the implementation of Good Corporate Governance in companies in Indonesia (Wikrami & Astika, 2016)

According to the Association of Certified Fraud Examiners (ACFE), in the 2020 Global Study on Occupational Fraud and Abuse report stated that out of 125 countries, fraud originating from the Accounting division was 14%. This should be an important note because the Organization for Economic Cooperation and Development (OECD) reveals that one component of good corporate governance is the

existence of an adequate financial reporting system.

The Organization for Economic Cooperation and Development (OECD) stated that various ethical deviations had occurred, causing global inflation to occur in Indonesia. Financial statements submitted by accountants may deviate from proper ethics, therefore to improve the situation it is necessary to instill a good proposal mentality and not deviate from the ethics of financial statements in prospective accountants. If this situation continues to occur, there is a possibility that there will be a lack of trust in the accounting profession in the future (Yuliana et al, 2016). Ethical education at this time should be further encouraged in Indonesia given the global market, which if the level of trust in accountants in this country weakens and will lose out to accountants from outside countries who will enter Indonesia.

According to research by Lupita Ruth Laurensia Paath Mardatillah (2017), it is stated that several ethical violations that occurred in Indonesia, whether committed by public accountants, internal accountants, or government accountants, should never have occurred if every accountant and prospective accountant, namely students, had knowledge, understanding, and can apply ethics adequately in carrying

out their duties as a professional accountant.

The world of accounting education also has a great influence on the ethical behavior of prospective accountants, namely accounting students. And in the development of the accounting profession in Indonesia, the existence of ethics education has a very important role (Jusvitasari, 2020). At this time moral education in Indonesia must be further strengthened. The presentation of financial statements must also be in accordance with appropriate ethics to reduce the risk of misuse of financial statements. Because graduates who have high ethics and morals are the main goals of accounting education in Indonesia (Anwar & Amarullah, 2005).

Ponemon, L and Glazer (1990) describe that the socialization of the ethics of the accounting profession in fact started from college, where accounting students as prospective accountants were required to be able to produce good behavior in the ethics of preparing financial statements. Abroad, various studies have been carried out on the different behavior (behavior) of accounting students and their perceptions of the ethics of the accounting profession. One of the studies conducted by Jeffrey (1993) concluded that upper-level students have a higher average DIT (have better morals) than lower-level students. This study uses the

Defining Issues Test (DIT) in measuring student moral education. There is also a study conducted by Clikeman, P.M and Henning (2000) conducted at a university in America about the socialization of a professional code of ethics regarding earnings management to accounting students and concluded that accounting students were more disapproving of earnings management at the end of their course than at the beginning studying.

Ethical behavior is also needed in the professional field so that not only special abilities and skills are needed. Behavior in accordance with established norms, rules, and laws is ethical behavior. Although each student has been given ethical education with the same portion, they have different moral perceptions, judgments, and behaviors (Smith, 2009). To assess and reason about problems related to the moral issues they face, each individual has their own ethical ideology (Forsyth, 1980). A set of basic principles used to start the preparation of financial statements is the ethics of preparing financial statements. The ethics of preparing financial statements has characteristics that are grouped into five categories, namely: earnings management, misstatement, disclosure, costs and benefits, and responsibilities. For managers and

accountants in making decisions, an understanding of ethics in the preparation of financial statements is very necessary, where understanding is obtained from the formal education learning process (Bayusena, Suartana and Badera, 2016).

The motivation of this research is whether there are differences in earnings management perceptions, misstatements, disclosures, costs and benefits, and responsibility in the ethics of preparing financial statements and the effects of accounting scandals on lower and upper level accounting students. These two sample groups were chosen with the reason to see whether students who have not studied business ethics and auditing 1 with students who have studied business ethics and auditing 1 will have the same or different perceptions regarding the ethics of preparing financial statements when faced with situations that have moral or ethical issues. scandals in accounting.

LITERATURE REVIEW

Ethical Theory

In many ways, ethical discussion cannot be separated from moral discussion. Suseno (1992) reveals that ethics is philosophy or critical and fundamental thinking about moral teachings and views. While quoting the opinion of Karl Bertens (2001) revealed that ethics (ethos) is

comparable to morals (mos), both of which are philosophies of customary habits (sitten). Sitte in German shows the meaning of the mode (mode) of human behavior, the constitution (luminosity) of human action. In general, ethics or morals is the philosophy, science or discipline of the mode of human behavior over the constitution of human action.

Perception Theory

According to Desiderato in Rakhmat (2007: p.51), the experience of objects related to events or relationships obtained by inferring information and interpreting messages is perception. Perception is the meaning given to sensory stimuli. The relationship between sensation and perception is very clear. Feelings or sensations are part of perception.

The easier and more frequent humans communicate, the higher the degree of similarity of perception between individuals, and as a result of the high degree of similarity of perception between individuals, the more likely they are to form a separate cultural group or identity group. This is clearly seen in the definition of John R. Wenburg and William W. Wilmot in Mulyana (2007) saying that perception can be defined as the way organisms give meaning.

Financial Statements

According to Accounting Terminology Bulletin No. 1, accounting is defined as the art of

recording, classifying, and summarizing transactions and events that are mostly financial in nature and then interpreting the results (Hendriksen. E. & Van Breda. M, 2000).

Improving the objectives of financial statements can be done by applying the principles of Good Corporate Governance (GCG) which are interrelated to encourage the performance of company resources to work efficiently, generating sustainable long-term economic value for all shareholders and the surrounding community. The basic principles are: earnings management, misstatements, incomplete disclosure of sensitive information, cost benefits, and responsibility for users.

Earnings management

According to Schipper (1989) in Subramanyam (2005) earnings management can be defined as intentional management intervention in the process of determining income, usually to meet personal goals. Earnings management is not a detrimental thing as long as it is carried out within the corridor of opportunity and is always interpreted by the process of manipulating financial statements because there are several methods that can be used and do not violate. Engineering accounting information techniques must be distinguished according to the intentions and

objectives of those who do it. The indicator used for measuring earnings management is the extent of information disclosure of the company's earnings management (Merchant & Rockness, 1994).

Ha₁: There are differences in perceptions of earnings management between lower-level accounting students and upper-level accounting students.

Misrepresentation

Errors in accounting records can cause material misstatements in financial reporting. Material misstatement in financial reporting refers to the understanding that the decisions of users of financial statements will be affected or misled by inaccuracies of information that occur because of such misstatements. In general, material misstatements can be categorized into qualitative and quantitative misstatements.

The indicator used to measure the possibility of errors (misstatements) is the disclosure of control risk as an indicator of determination in the segment that exceeds the tolerance limit, so that the known risks and potentials must be managed appropriately, effectively and in accordance with the capabilities and conditions of the company (Soehatman, 2010).

Ha₂: There are differences in perceptions of misstatements in financial statements between lower-

level accounting students and upper-level accounting students.

Information Disclosure

Disclosure is the presentation of information to stakeholders, whether requested or not, regarding matters relating to the company's operational, financial and risk performance. When associated with financial statements, Disclosure means that the financial statements must provide sufficient information and explanation regarding the results of the activities of a business unit. Thus, the information must be complete, clear and can accurately describe economic events that affect the operating results of the business unit. Information disclosed in the annual report can be grouped into mandatory disclosure and voluntary disclosure. Disclosure of information is part of the principles of GCG, namely transparency. According to the Regulation of the Minister of SOEs Number PER1/MBU/03/2021, the indicators used for measuring information disclosure are the types of information disclosure that are carried out in the decision-making process and present relevant material information.

Ha₃: There is a difference in perception regarding the disclosure of sensitive information between lower-level accounting students and upper-level accounting students.

Cost Benefit

The cost in this case refers to the understanding of the company's burden to disclose financial information. Cost (Cost) here does not have to mean money or material but time, effort and other sacrifices. The accounting system is designed to meet the information specifications and is not too expensive. Thus, the main consideration in designing an accounting system is the balance between the costs and benefits incurred in obtaining the information.

According to the OECD, the indicator used for measuring the cost of benefits is the disclosure requirement to follow the applicable accounting principles.

Ha₄: There are differences in perceptions of the cost and benefit of disclosing information between lower level accounting students and upper level accounting students.

Accountability

The Organization for Economic Corporate Development (OECD) states that responsibility is the conformity of the company's processing to the prevailing laws and regulations and sound corporate principles. The OECD states that this principle of responsibility emphasizes the existence of a clear system for measuring the mechanisms of corporate accountability to stakeholders.

According to the OECD, the indicators used for measuring accountability are based on the level of accountability to users of financial statements based on the principle of responsibility.

Ha₅: There is a difference in perception of accountability to users of financial statements between lower-level accounting students and upper-level accounting students.

Accounting Scandal

The latest accounting scandal hit the PwC Public Accounting Firm which is included in the big four. PwC as the Big four KAP failed to detect any fraud in the company being examined. Fraud was successfully detected by the whistleblower, followed by forensic accounting by KPMG.

Financial scandals involving accountants will have a long-term impact on the accounting profession, so every accountant is required to have the knowledge, understanding, and willingness to apply moral and ethical values adequately in the implementation of his professional work. Therefore, indicators that can be used to measure the effect of a liability accounting scandal are the effect of scandal on the accounting profession, the effect of scandal on Accounting Education, and knowledge of the scandal (Ludigdo et al., 1999).

Ha₆: There are differences in ethical perceptions regarding the impact of accounting and business scandals between lower-level accounting students and upper-level accounting students.

RESEARCH METHODS

This research is a research that uses primary data, namely through a questionnaire. The questionnaire used in this study is the model used by Clikeman and Henning (2000) and the accounting scandal questionnaire from Mc Cann (2015). The measurement scale used in this questionnaire is a Likert Scale with a scale of 1 to 7. This study also tested the validity using the Bivariate Pearson correlation test (Pearson Product Moment), the reliability was carried out using the Cronbach Alpha statistical test from the questionnaire, normality using one sample test kolmogorav-Smirnov test and homogeneity using the T-test technique (Levene's Test for Equality). To test the hypothesis, the statistical technique used is the Independent Sample T-Test.

RESULTS AND DISCUSSION

Validity Test Results

Validity test was carried out using SPSS 25 using product moment correlation. With the help of SPSS 25, it can be seen through the * sign which means the number is

significant at the 5% level, and the ** is significant at the 1% level. However, if there is no * or ** sign in that number, the item is declared void.

The following are the results of the validity test using SPSS 25 from the two groups of respondents.

Table 1. Validity Test Results

Independent Variable	Itheme	Correlation	Significance	Toblatantly
Earnings management (X1)	X1.1	1,000**	0.01	Valid
	X2.1	0.321**	0.01	Valid
Misrepresentation (X2)	X2.2	0.589**	0.01	Valid
	X2.3	0.505**	0.01	Valid
	X2.4	0.520**	0.01	Valid
	X3.1	0.688**	0.01	Valid
Information Disclosure (X3)	X3.2	0.508**	0.01	Valid
	X3.3	0.726**	0.01	Valid
	X4.1	0.809**	0.01	Valid
Cost Benefit (X4)	X4.2	0.816**	0.01	Valid
	X4.3	0.622**	0.01	Valid
Accountability(X5)	X5.1	0.638**	0.01	Valid
	X5.2	0.797**	0.01	Valid
	X6.1	0.333**	0.01	Valid
	X6.2	0.237*	0.05	Valid
Accounting scandal (X6)	X6.3	0.357**	0.01	Valid
	X6.4	0.280**	0.01	Valid
	X6.5	0.451**	0.01	Valid
	X6.6	0.592**	0.01	Valid
	X6.7	0.549**	0.01	Valid
	X6.8	0.490**	0.01	Valid

Source: Processed Primary Data, 2021

The data shows that the table of validity test results does not contain invalid variable items. So it can be concluded that the question items in each variable can be used to explain these variables.

Reliability Test Results

Overall, the reliability tests conducted in this study have shown satisfactory results. This can be seen from the Cronbach alpha value > 0.6, then the items are quite reliable.

Table 2. Reliability Test Results

No	Independent Variable	N of Items	Cronbach's Alpha	Keterangan
1	Earnings management			Reliable
2	Misrepresentation			Reliable
3	Information disclosure			Reliable
4	Cost benefit			Reliable

5	Accountability	29	0.709	Reliable
6	Accounting scandal			Reliable

Source: Processed Primary Data, 2021

All statements related to earnings management, misstatements, disclosures, costs and benefits, and accounting scandals are quite reliable. This shows that the questionnaire distributed can be relied upon to be a measuring tool in this study.

Normality Test Results

In this study, the normality test used was the one sample Kolmogorav-Smirnov test, which is a test carried out by comparing the significance of the test results with the significance level ($\alpha = 0.05$), the results of the normality test can be shown in the following table:

Table 3. One-Sample Test Results Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test							
	Managemen Laba	Salah Sai	Pengungkapan retribusi	Biaya Manfaat	Pertanggung Jawaban	Skandal Akuntansi	TOTAL
N	106	106	106	106	106	106	106
Normal Parameters ^{a,b}	Mean	5.08	16.96	14.88	15.70	8.64	81.74
	Std. Deviation	.933	3.120	2.821	3.470	2.258	9.423
Most Extreme Differences	Absolute	.249	.090	.114	.114	.101	.088
	Positive	.249	.084	.096	.093	.097	.067
	Negative	-.116	-.090	-.114	-.114	-.101	-.098
Test Statistic		.249	.090	.114	.114	.101	.088
Asymp. Sig. (2-tailed)		.000 ^c	.035 ^c	.002 ^c	.002 ^c	.010 ^c	.041 ^c

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Source: SPSS Statistics 25

Based on the results of the normality test above, the significance result of the normality test is 0.200 where the result is greater than the significance level ($\alpha = 0.05$). So it can be concluded that the normality test in this study is normally distributed.

Homogeneity Test Results

In this study, researchers used SPSS 25 with the help of the T-test (Levene's Test for Equality) technique. The provision in decision making is that if the significant value on the t-test is greater than 0.05 then the data is considered homogeneous. On the other hand, if the significance value is less than 0.05 then the data is considered not homogeneous. The results of the homogeneity test can be shown in the following table:

Table 4. Results of Levene's Test for Equality

Independent Samples Test										
Levene's Test for Equality of Variances					t-Test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Perbedaan Persepsi	Equal variances assumed	.002	.820	-3.307	104	.001	-10.967	3.316	-17.542	-4.392
	Equal variances not assumed			-3.449	101.737	.001	-10.967	3.190	-17.274	-4.659

Source: SPSS Statistics 25

In the calculation, a significance value of $0.82 > 0.05$ was obtained, so the two sample groups, namely lower-level students and upper-level students, had the same or homogeneous variance. This can be seen in the homogeneity test table.

Hypothesis Testing Results

Tests carried out in testing the hypothesis between lower-level students and upper-level students used the T-test. This test is to test whether the average perception of

lower-level students is different from that of upper-level students.

Table 5. Responses to Earnings Management

		Independent Samples Test					t-Test for Equality of Means		95% Confidence Interval of the Difference	
		Levene's Test for Equality of Variances								
Managemen Like	Equal variances assumed	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
	Equal variances not assumed			2.457	98.704	.016	4.38	1.78	.084	.791

Source: SPSS Statistics 25

From the calculation of the Independent Sample T-test, it is known that the significance value in the Levene's test column is 0.479, meaning that the variance of the two samples is the same (homogeneous) because the Levene's test results are greater than the significance value, namely $\alpha = 0.05$. And from the calculation of the Equal Variances Assumed column, it is known that the significance value is 0.016, which is smaller than the significance value, namely $\alpha = 0.05$, then Ho is rejected and Ha is accepted. This means that there are differences in perceptions of earnings management between lower-level students and upper-level students.

Table 6. Responses to Misrepresentation

		Independent Samples Test					t-Test for Equality of Means		95% Confidence Interval of the Difference	
		Levene's Test for Equality of Variances								
Managem Inp	Equal variances assumed	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
	Equal variances not assumed			1.875	103.856	.064	1.100	.587	-.063	2.263

Source: SPSS Statistics 25

From the calculation of the Independent Sample T-test, it is known that the significance value in the Levene's test column is 0.092, meaning that the variance of the two

samples is the same (homogeneous) because the Levene's test results are greater than the significance value, namely $\alpha = 0.05$. And from the calculation of the Equal Variances Assumed column, it is known that the significance value is 0.071, which is greater than the significance value, namely $\alpha = 0.05$, then Ho is accepted and Ha is rejected. This means that there is no difference in perceptions of misstatements between lower-level students and upper-level students.

Table 7. Responses to Disclosure of Information

		Independent Samples Test					t-Test for Equality of Means		95% Confidence Interval of the Difference	
		Levene's Test for Equality of Variances								
Pengungkapan informasi	Equal variances assumed	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
	Equal variances not assumed			3.226	91.709	.002	-1.726	.536	-2.784	-.668

Source: SPSS Statistics 25

From the calculation of the Independent Sample T-test, it is known that the significance value in the Levene's test column is 0.23, meaning that the variance of the two samples is the same (homogeneous) because the Levene's test results are greater than the significance value, namely $\alpha = 0.05$. And from the calculation of the Equal Variances Assumed column, it is known that the significance value is 0.001 which is smaller than the significance value, namely $\alpha = 0.05$, then Ho is rejected and Ha is accepted. This means that there are differences in perceptions of information disclosure between lower-level students and upper-level students.

Table 8. Responses regarding Cost Benefit

		Independent Samples Test					Test for Equality of Means			
		Levene's Test for Equality of Variances						95% Confidence Interval of the Difference		
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Basis Manfaat	Equal variances assumed	5.158	.025	-0.285	104	.803	-2.019	852	-3.312	-.725
	Equal variances not assumed			-0.285	103.264	.802	-2.019	838	-3.288	-.749

Source: SPSS Statistics 25

From the calculation of the Independent Sample T-test, it is known that the significance value in the Levene's test column is 0.025, meaning that the variance of the two samples is not the same (heterogeneous) because the Levene's test results are smaller than the significance value, namely $\alpha = 0.05$. And from the calculation of the Equal Variances not Assumed column, it is known that the significance value is 0.002, which is smaller than the significance value, namely $\alpha = 0.05$, then Ho is rejected and Ha is accepted.

This means that there are differences in perceptions of cost benefits between lower-level students and upper-level students.

Table 9. Responses to Accountability

		Independent Samples Test					Test for Equality of Means			
		Levene's Test for Equality of Variances						95% Confidence Interval of the Difference		
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Perfeksipnggung jabatan	Equal variances assumed	.010	.922	1.472	104	.145	1.065	431	210	1.919
	Equal variances not assumed			1.489	101.873	.144	1.065	428	216	1.913

Source: SPSS Statistics 25

From the calculation of the Independent Sample T-test, it is known that the significance value in the Levene's test column is 0.922, meaning that the variance of the two samples is the same (homogeneous) because the Levene's test results are

greater than the significance value, namely $\alpha = 0.05$. And from the calculation of the Equal Variances Assumed column, it is known that the significance value is 0.015, which is smaller than the significance value, namely $\alpha = 0.05$, then Ho is rejected and Ha is accepted.

This means that there are differences in perceptions of responsibility between lower-level students and upper-level students.

Table 10. Responses to Accounting Scandals

		Independent Samples Test					Test for Equality of Means			
		Levene's Test for Equality of Variances						95% Confidence Interval of the Difference		
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Skandal Keuangan	Equal variances assumed	.333	.565	4.864	104	.000	-8.128	1.671	-11.482	-4.832
	Equal variances not assumed			4.870	99.281	.000	-8.128	1.668	-11.427	-4.819

Source: SPSS Statistics 25

From the calculation of the Independent Sample T-test, it is known that the significance value in the Levene's test column is 0.565, meaning that the variance of the two samples is the same (homogeneous) because the Levene's test results are greater than the significance value, namely $\alpha = 0.05$. And from the calculation of the Equal Variances Assumed column, it is known that the significance value is 0.000, which is smaller than the significance value, namely $\alpha = 0.05$, then Ho is rejected and Ha is accepted. This means that there are differences in perceptions of financial accounting scandals between lower-level students and upper-level students.

DISCUSSION

Accounting Students' Perceptions of Earnings Management

In testing students based on the perception of accounting students on the case of earnings management, the average upper level student's perception of earnings management has a higher score than the lower level student's perception of earnings management. However, from the results of hypothesis testing, it shows that there are differences in perceptions of earnings management between lower-level students and upper-level students. This means that upper-level students have a better tendency to disclose information within the company by preferring to disclose the actual condition of the company. On the other hand, lower-level students put more emphasis on the choice to maintain the market price of bonds and company shares through earnings management. These results answer the first hypothesis, namely that there are differences in perceptions of earnings management between lower-level students and upper-level students.

The results of this study are consistent with research conducted by Anwar & Amarullah (2005), Ajward (2015), and Setyaningrum (2018) which states that there are differences in attitudes towards earnings management. This

difference in perception can be caused by upper-level students more rejecting earnings management than lower-level students.

Accounting Student Perceptions of Misrepresentation

In testing students based on accounting students' perceptions of misstatements, the average lower-level student's perceptions of misstatements had a higher score than upper-level students' perceptions of misstatements. However, from the results of hypothesis testing, it shows that there is no difference in perceptions of misstatements between lower-level students and upper-level students. This shows that there is no significant difference regarding the tendency of misstatements between lower-level students and upper-level students. These results answer the second hypothesis, namely that there are differences in perceptions of misstatements between lower-level students and upper-level students.

The results of this study are consistent with research conducted by Yulianti and Fitriany (2005), Yana (2016), Bayusena (2016), and Setyaningrum (2018) which found that there was no significant difference in perceptions regarding the tendency of misstatements between lower and lower-level students final-year students.

Accounting Students Perception of Information Disclosure

Furthermore, in testing students based on accounting students' perceptions of sensitive information disclosure, the average upper level student's perception of sensitive information disclosure has a higher score than the lower level student's perception of sensitive information disclosure. However, from the results of hypothesis testing, it shows that there are differences in perceptions regarding the disclosure of sensitive information between lower-level students and upper-level students. This means that upper-level students have a better tendency to disclose information than lower-level students majoring in accounting. These results answer the third hypothesis, namely that there are differences in perceptions regarding the disclosure of sensitive information between lower-level students and upper-level students.

The results of this study are consistent with research conducted by Yuliana (2016), and Budiati (2019) which states that there are differences in perceptions regarding the disclosure of sensitive information in the preparation of financial statements between lower-level students and upper-level students. This difference in perception may be due to the fact that upper-level students have a better perception of sensitive disclosure of

information than lower-level students.

Accounting Students Perception of Cost Benefit

The fourth test is to test students based on the perception of accounting students on cost benefits, the average perception of upper level students on cost benefits has a higher score than lower level students' perceptions of cost benefits. However, from the results of hypothesis testing, it shows that there are differences in perceptions of cost benefits between lower-level students and upper-level students. This means that upper-level students have a better tendency towards costs and benefits than lower-level students majoring in accounting. These results answer the fourth hypothesis, namely that there are differences in perceptions of costs and benefits between lower-level students and upper-level students.

The results of this study are consistent with research conducted by Alkatiri (2016) which states that there are differences in perceptions between lower-level students and upper-level students regarding the cost benefits in financial statements. This difference in perception could be due to the fact that upper-level students have a better perception of costs and benefits than lower-level students.

Accounting Student's Perception of Accountability

Furthermore, in the fourth test, which is testing students based on perceptions of accounting students on accountability to financial statement users, the average lower level student perception of accountability to financial statement users has a higher score than upper level students' perception of accountability to financial statement users. However, from the results of hypothesis testing, it shows that there are differences in perceptions of accountability to users of financial statements between lower-level students and upper-level students. This means that lower-level students have a better tendency towards accountability to users of financial statements than upper-level students majoring in accounting. These results answer the fifth hypothesis, namely that there are differences in perceptions of accountability to users of financial statements between lower-level students and upper-level students.

The results of this study are consistent with research conducted by Yuliana (2016) which states that there are differences in perceptions of accountability. This difference in perception may be due to the fact that upper-level students have lower responsibilities regarding financial reporting than lower-level students.

Accounting Student Perceptions of the Accounting Scandal

The last test is to test students based on the perception of accounting students on accounting scandals, the average perception of upper-level students on accounting scandals has a higher score than lower-level students' perceptions of accounting scandals. However, from the results of hypothesis testing, it shows that there are differences in perceptions of accounting scandals between lower-level students and upper-level students. This means that upper-level students have a better tendency to accounting scandals than lower-level students majoring in accounting. These results answer the sixth hypothesis, namely that there are differences in perceptions of accounting scandals between lower-level students and upper-level students.

The results of this study are consistent with research conducted by Budiati (2019) which states that there are differences in perceptions regarding accounting scandals. This difference in perception may be due to the fact that upper-level students have a more positive level of age maturity towards ethical attitudes than lower-level students.

CONCLUSION

Based on the results of data processing using the Independent T-test, then:

1. There are differences in perceptions of earnings management between lower-level students and upper-level students. This means that upper-level students have a better tendency to disclose information within the company by preferring to disclose the actual condition of the company. On the other hand, lower-level students put more emphasis on the choice to maintain the market price of bonds and company shares through earnings management.
2. There is no difference in perceptions of misstatements in financial reporting between lower-level students and upper-level students. This shows that there is no significant difference regarding the tendency of misstatements between lower-level students and upper-level students.
3. There are differences in perceptions of information disclosure between lower-level students and upper-level students. This means that upper-level students have a better tendency to disclose sensitive information than lower-level students majoring in accounting.
4. There are differences in perceptions of cost benefits between lower-level students and upper-level students. This means that upper-level students have a better tendency towards costs and benefits than lower-level students majoring in accounting.
5. There are differences in perceptions of accountability to users of financial statements between lower-level students and upper-level students. This means that lower-level students have a better tendency towards accountability to users of financial statements than upper-level students majoring in accounting.
6. There are differences in perceptions of accounting scandals between lower-level students and upper-level students. This means that upper-level students have a better tendency to accounting scandals than lower-level students majoring in accounting.

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