FACTORS AFFECTING THE INTEREST OF ACCOUNTING STUDENTS TO TAKE PROFESSIONAL ACCOUNTANT CERTIFICATION

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ARTICLEINFO	ABSTRACT
Keywords: Professional Accountant, Level of Understanding, Economic Motivation, Labor market considerations,	The accounting profession as one of the professions with good prospects of course also cannot be separated from certification requirements. An accountant with a professional accountant certification is expected to be able to manage reports and make business decisions. This certification is a form of acknowledgment of a person's competence, knowledge and skills. Certified accountants will be considered more competent than accountants who do not have certification. Adequate information about accounting certification will provide a comprehensive understanding so that it has an impact on the strong desire of students to take professional accountant certification. One form of the selling point of accounting graduates who demonstrate the competency of graduates' skills is the possession of a professional accountant certificate. The purpose of the study was to determine student interest in taking professional accountant certification. The data collection method used is using questionnaires distributed to all 7th semester accounting students. Data analysis of this study uses SmartPLS 4. The results of this study indicate that the level of understanding affects the demand for students to follow professional accountant certification, economic motivation does not affect student interest in following certification. professional accountants and labor market considerations affect student interest in taking professional accountant certification.
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1. INTRODUCTION

Very rapid changes and progress are reflected in the current era of globalization. In the era of globalization, competition is getting tougher and human resources with competitive advantages are needed in order to be able to compete in facing professional challenges in the global economy. With the existence of human resources (HR) that have a higher quality which is equivalent to increasing the growth of the country itself. Accountants are one of the most needed professions in the world of economy and the professional accountant workforce is becoming a free competition between countries (Ananda, 2021). With the enactment of the ASEAN Economic Community (MEA), Indonesia must be able to strengthen the accounting services sector by preparing and seeking professional accountants to be able to compete with professional accountants from other countries or at least be able to survive in their own country. The accounting profession certificate is an added value for accounting graduates to increase their competitiveness, especially in penetrating the MEA. (Naukoko,2017)

The accounting profession as one of the professions with good prospects of course also cannot be separated from certification requirements. An accountant with a professional accountant certification is expected to be able to manage financial reports and make business

decisions. This certification is a form of acknowledgment of a person's competence, knowledge and skills. (Istanti, 2020)

In an effort to form professional accountants, universities have a very important role. Universities are required to produce prospective accountants who are reliable and globally competitive, by improving the quality of education through curriculum and lecturers. In addition, the Government has taken up its role by stipulating Regulation of the Minister of Finance of the Republic of Indonesia Number 216/PMK.01/2017 concerning Registered Accountants. In this regulation, an accountant who can practice is an accountant who has been registered with the state so that he can provide accounting services. In accordance with CHAPTER II Article 2, the requirement for a Registered Accountant is to take a certification exam organized by the Association of Professional Accountants

Certified accountants will be considered more competent than accountants who do not have certification. Adequate information about accounting certification will provide a comprehensive understanding so that it has an impact on the strong desire of students to take professional accountant certification. One form of selling points for accounting graduates who demonstrate the competency of graduates' skills is the possession of professional accountant certificates, such as state-registered accountants (AK), Chartered Accountants (CA) and Certified Public Accountants (CPA). The benefits obtained from obtaining a professional certificate include increasing the competence of self-quality skills in the field of accounting, increasing accounting careers, social prestige and is expected to lead to the economic welfare of the holder (Kusuma, 2016).

The number of accounting graduates in Indonesia is far greater than the number of accountants, and the needs and demands for increasing the professionalism of accountants are also increasingly pressing. The Indonesian Institute of Accountants (IAI) noted that until the end of 2020, accounting graduates on average amounted to around 35,000 accountants and had new certifications of around 24,000 accountants. However, not many accounting graduates are interested in taking the Professional Accountant Certification. This can be due to one of the reasons for the lack of interest of students who have graduated from a bachelor's degree to work as professional accountants. The number of requirements that must be met for students before or after becoming a professional accountant is also the cause of the lack of interest in becoming a professional accountant. Slameto (2010) states that interest is a sense of preference and a sense of interest in a thing or activity, without anyone telling. It can be concluded that when someone who is interested in an activity will pay attention to the activity consistently with a sense of pleasure because it comes from within a person which is based on liking and there is no coercion from anyone. Based on the above background, the authors are interested in making a study entitled Factors Affecting the Interests of Accounting Students To Take Professional Accountant Certification.

2. METHOD
Data Types and Sources
The type of research used in this research is quantitative research. This study uses respondents by asking several questions to respondents. The data used in this study is primary data, namely data obtained directly from the research location in the form of a questionnaire. The population in this study were all active students of the Accounting study program at the University of Nusa Cendana who had been studying for 7 (seven) semesters and above. The consideration of population selection in this study is because the researcher assumes that these students already have alternative plans or thoughts about what they will do after graduating from college. The research sample amounted to 246 respondents.
Analysis Method

The data processing in this research uses smartPLS SEM (Partial Least Square – Structural Equation Modeling) software. PLS is capable of explaining the relationship between variables and is capable of conducting analyzes in one test.

3. RESULTS AND DISCUSSION

The first stage in the analysis using Partial Least Square is to test the outer model or measurement model. The technique used to analyze the outer model is the PLS algorithm. In this study, the outer model was tested using convergent validity test, discriminant validity test, reliability test, and formative construct test. The PLS software used is SmartPLS version 4.0.

Convergent Validity

There are several criteria in measuring convergent validity, namely by looking at the values of the outer loading and average extracted variance. The first test of the convergent validity test is the outer loading. Convergent validity of the measurement model can be seen from the correlation between the indicator score and the construct score (loading factor) with the criteria for the loading factor value of each indicator greater than 0.7 can be said to be valid. However, according to Chin in Latan & Ghozali (2014), in the early stages of development a loading factor value greater (>) than 0.5 – 0.6 can be said to be valid.

Tabel 3 Outer Loading

	ME	MMPA	PPK	TP
A1				0.702
A2				0.538
A3				0.710
A4				0.677
B1	0.866			
B2	0.791			
B3	0.798			
C1			0.740	
C2			0.836	
C3			0.872	
C4			0.774	
D1		0.714		
D2		0.879		
D3		0.871		
D4		0.649		

Source: Processed SmartPLS 4.0

Information:
TP :Level of Understanding
A1-A4 : Understanding Level Indicator
ME :Economic Motivation
B1-B3 : Economic Motivation Indicator
KDP: Labor Market Considerations
C1-C3 : Labor Market Consideration Indicator
MMPA: Interest in joining the Accountant Profession
D1-D4 : Student Interest Indicator

The next test of convergent validity is to know the average variance extracted (AVE) value. AVE is the result of measuring the amount of variance that can be captured from the construct compared to the variance generated due to measurement errors. AVE is obtained from the calculation technique with the PLS algorithm. A variable is said to be valid if it has an AVE value

of more than 0.5 (Hussein, 2015). The results of calculating the average extracted variance (AVE) are described in table 4

Table 4 AVE . Value

	average extracted variance (AVE)
ME	0.761
MMPA	0.785
PPK	0.820
TP	0.574

Source: Processed SmartPLS 4.0

Table 4. above, shows that the AVE value for the Level of understanding construct is 0.575, the Economic Motivation construct is 0.761, the Labor Market Consideration construct is 0.820, the Student Interest construct is 0.785. The results of these constructs show that the AVE value of all the constructs produced is greater than 0.5. Based on the AVE criteria, these results have shown convergent validity which is said to be good.

Discriminant validity

The next step to test Discriminant Validity is to use the Cross Loading test. The Cross Loading test itself is a test of the Outer Loading value of a variable construct that must have a greater value for the variable itself compared to other variables. Here are the results of Cross Loading

Table 5 Cross Loading

	ME	MMPA	PPK	TP
A1	0.424	0.406	0.613	0.702
A2	0.297	0.227	0.193	0.538
A3	0.357	0.326	0.437	0.710
A4	0.392	0.362	0.372	0.677
B1	0.866	0.418	0.502	0.433
B2	0.791	0.293	0.474	0.505
B3	0.798	0.259	0.487	0.472
C1	0.440	0.446	0.740	0.524
C2	0.508	0.482	0.836	0.508
C3	0.481	0.447	0.872	0.559
C4	0.482	0.465	0.774	0.490
D1	0.234	0.714	0.398	0.380
D2	0.337	0.879	0.522	0.497
D3	0.407	0.871	0.457	0.430
D4	0.297	0.649	0.404	0.275

Table 5 above shows that the Outer Loading value of each indicator on its variable is higher than its relationship with other variable constructs. The results of the Fornell-Larker Criterion and Cross Loading calculations above show that the validity of the research referred to from Discriminant Validity shows its validity.

Composite Realibility

The next test is a construct reliability test that can be measured by 2 criteria, namely composite reliability and Cronbach's alpha. Here are the results of the latent variable coefficients:

Table 6
Composite Reliability pengolahan processing value

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	Cronbach's alpha	Composite reliability
ME	0.808	0.859
MMPA	0.811	0.863
PPK	0.820	0.882
TP	0.884	0.753

Table 6 shows that all measurement variables meet the required reliability criteria, both Cronbach's alpha and Composite reliability. All variables have a Cronbach's alpha score of more than 0.6 and a Composite reliability score of more than 0.7. It can be concluded that this research model is reliable and can be used in further testing.

Structural Model Evaluation (Inner Model)
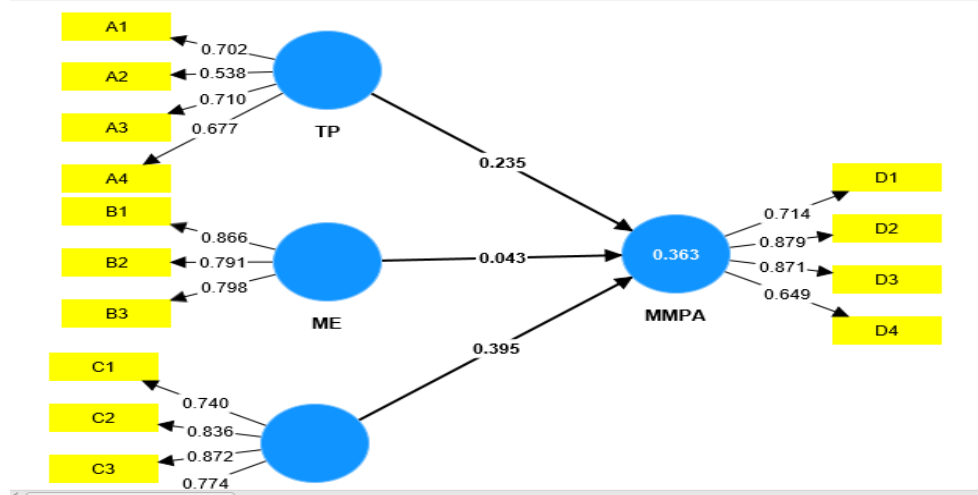
Hypothesis test

Hypothesis testing is done by bootstrapping technique. The data used for bootstrapping is data that has been carried out in the Measurement stage. Hypothesis testing is included in the Structural Model and shows the relationship that has been hypothesized with simulation practice. This boostrapping test also aims to determine the direction of the relationship and the significance of the relationship of each latent variable. Hypothesis testing is done by comparing the t-statistic or t-count that has been determined. The t-count generated in the botstrapping test must be greater than the one-tail t-table, namely 1.65 for a standard error of 5% or p value below 0.05 (Abdilah, 2015).

Table 7 Hypothesis Path Coefficients Value

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
TP -> MMSPA	0.235	0.242	0.086	**2.716**	0.007
ME -> MMSPA	0.043	0.052	0.074	0.581	0.562
PPK -> MMSPA	0.395	0.388	0.087	**4.512**	0.000

Hypothesis 1 states that the numbers in bold in table 7 column T-statistics are accepted hypotheses (> 1.64). Based on the table, the results for each hypothesis test can be described as follows: that the level of understanding affects students' interest in taking professional accountant certification. The calculation results show that the level of understanding is proven to have an influence on student interest in taking professional accountant certification. The T

statistic score of the level of understanding is 2.716 which is greater than 1.64. Thus, hypothesis 1 is declared accepted. So it can be explained that the higher the level of student understanding, the higher the interest of students in participating in professional accountant certification. The results of this study are supported by Pradana's research (2019)

Hypothesis 2 states that economic motivation has an effect on student interest in following professional accountant certification. The calculation results show that economic motivation has no effect on student interest in taking professional accountants' certificates. The statistical T score of economic motivation was 0.581 less than 1.64. The results stated rejected. This means that economic motivation is an impulse from within a person to improve his abilities in order to achieve the desired financial rewards. This study is in line with Fahriani's research (2012) which states that economic motivations such as increasing economic status, getting family allowances are not enough to make students interested in taking professional accountant certification, due to the assumption that to improve this status can not only be obtained by having an accountant certificate.

Hypothesis 3 states that labor market considerations affect student interest in taking professional accountant certification. The test results prove that labor market considerations affect student interest with a T statistic score of 4,512 greater than 1.64. Thus, hypothesis 3 is accepted. The results of this study are in line with Amalia's research (2021). Labor market considerations are things that can coordinate meetings between job seekers and companies that need workers so that labor market considerations are also a factor that must be considered before choosing a job. If it is associated with the theory of Student Career Selection as Accountants (Y). This research is the expectancy theory, where in choosing the desired profession there is an expectation of the desired profession and to achieve it, motivation is needed as a support. One of the things that can motivate students in choosing a student career as an accountant is labor market considerations.

4. CONCLUSION

Based on the analysis and discussion in the previous section, it can be concluded that there is a variable level of understanding and consideration of the labor market that affects student interest in taking professional accountant certification, while the economic motivation variable does not affect interest in taking professional accountant certification.

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