

# The Effect of Financial Accounting Training on Student Performance with Academic Self-Efficacy as A Mediation

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## Abstract

Academic performance becomes an important thing for students to measure their learning outcomes. In addition to getting on-campus, many students also take a training as a support. This research aims to test the directly and indirect influence of financial accounting training mediated by academic self-efficacy on student academic performance. Whether by following the training or course in accounting, students have a better self-efficacy, as we know the advantages of training is to develop a knowledges and skills. The study also answered whether Self-efficacy obtained by students can affect academic performance as measured by their GPA. The sample used is an active undergraduate student in Accounting at Airlangga university. This research is quantitative research using primary data in the form of questionnaires. Data collection techniques using sample random sampling with the testing method used are regression analysis test and Sobel test. Test results based on questionnaires collected showed that students who had attended financial accounting training tended to obtain a better performance index. Then, the academic self-efficacy in students who have attended financial accounting training can be a variable that supports students to obtain a better performance index. Thus, this variable is able to mediate the relationship between financial accounting training and academic performance obtained by students. In addition, this study tries to fill the research gap.

## Keywords

financial accounting training;  
academic performance;  
academic self-efficacy



## I. Introduction

Education is one of the alternatives to individual self-development in preparation for global competition. The world of education continues to improve the standard and quality of quality so that its graduates can compete in the global market. This requires students to develop self-competence so that academic achievement can be optimal. Self-competence will enhance the qualifications that distinguish students from each other. One way to improve self-competence is to take training. Training can be guided as a continuation or support of formal education that has been followed by students. Education is a very important human need because education has a duty to prepare Human Resources (HR) for the development of the nation and state (Pradana et al, 2020). According to Astuti et al (2019) Education is an obligation of every human being that must be pursued to hold responsibilities and try to produce progress in knowledge and experience for the lives of every individual. Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020). Education is expected to be able to answer all the challenges of the times and be able to foster national generations, so that people become reliable and of high quality, with strong characteristics, clear identities and able to deal with current and future problems (Azhar,

2018). Education and skills are the main keys in gaining social status in community life (Lubis et al, 2019).

Training is a series of activities to train individuals to master certain abilities. Sandler and Robinson (1981) state that training is instructional or experiential that serves to develop patterns of individual behavior in the midwife's knowledge, skills, or attitudes to achieve the expected standards. This means that for every individual who participates in the training of any kind, it will bring up new knowledge and skills, as well as the knowledge or skills possessed will increase. Participating in training to improve self-competence will make it easier for students to follow learning on campus and achieve expected academic achievements. Clemons (2008) mentions academic performance in a social cognitive perspective is a complex relationship that includes individual capabilities, assessment of tasks, self-perception, hopes of success, and performance and attitudes of individuals on campus.

Financial Accounting Training (FAT) is a type of training or course provided to enhance the knowledge and skills of individuals in the field of accounting. This training is organized by professional institutions such as the Indonesian Accountants Association (IAI) and universities. Most of this training is aimed at someone who has worked to help them improve their performance and productivity. There are many types of FAT that can be obtained when someone is still in college. Financial Accounting Training is useful for students to hone the knowledge obtained in lectures, as well as to help students achieve the expected academic achievements. Some types of FAT include, Brevet Taxation A & B, Internal Audit Course and Fraud Detection and Basic Financial Accounting. The training will improve students' academic self-efficacy on campus that can support their academic performance.

Self-efficacy theory states that the whole process of psychological and behavioral changes occurs due to changes in the individual's feelings of mastery or expertise (Bandura (1977); Bandura & Adams (1977)). Self-efficacy is a person's belief in the ability to overcome certain situations and achieve an expected result (Stajkovic et al., 2018). This concept was later expanded into individual beliefs that became a source of motivation, cognitive, and action to exercise control over the demands of tasks and events that affect life. In this research, Self-efficacy Theory (SET) serves to obtain empirical evidence of academic self-efficacy (ASE) that appears in students after or when they take Financial Accounting Training (FAT). Academic Self-Efficacy (ASE) can refer to the student process for completing coursework, mid-term exams, and final exams that will be measured by the student's Cumulative Performance Index (GPA). In addition, self-efficacy affects the perseverance of students to achieve academic expectations and be able to face obstacles and failures that may occur in the learning process.

Students should have confidence in the achievement of expected academic performance. This concept is called academic self-efficacy, here inafter referred to as ASE. Artino (2012) defines academic self-efficacy as the belief that he is able to perform a given academic task and signifies his level or level of ability. Students with positive ASE have the ability to conduct lecture activities, organize learning activities, and meet their academic expectations. Students who have high academic proficiency are more likely to have a high level of academic self-efficacy. According to (Panadero et al. (2017) Self assessment conducted by students related to competencies such as the ability to complete tasks and face problems that arise will affect the self-efficacy that arises in them. The level of academic self-efficacy that students have is expected to affect academic performance as measured by the GPA obtained by students. Galyon et al. (2012) found that self-efficacy correlated with the magnitude of GPA influenced by student participation and exam

performance at university. GPA represents the relative success of students' academic behavior in the past and correlates to affect academic self- efficacy.

Wernersbach et al. (2014) found that training improves academic self-efficacy as seen from the results before and after tests in students. Students who have high self-efficacy get better test results. Training will influence feelings and motivations that are important in the development of post-training attitudes and knowledge (Tannenbaum et al., 1991). Furthermore, research on self-efficacy is widely conducted and associated with academic performance. The training that follows will give rise to a person's confidence in his ability to complete tasks, face possible problems, and will affect their performance and achievements. In contrast, Sala (2018) showed that the training provided couldn't show better cognitive abilities. Meanwhile, Wilson & Narayan, (2016) and Talsma et al., (2018) found that self-efficacy and learning strategy use were not significantly related during any subtask. Research conducted by (Galyon et al. (2012); Putwain et al. (2013); Honicke & Broadbent (2016); Doménech-Betoret et al. (2017) states academic performance, and academic success are influenced by students' academic self-efficacy. Based on the description above, this study will test the indirect influence of Financial Accounting training that student participate in on student performance through Academic Self-Efficacy as a mediation variable. The scope of this research is an active student of S1 Accounting Universitas Airlangga who has attended and never attended accounting training.

Here is the hypothesis in our research:

H: The mediating role of academic self-efficacy in explaining the effect of financial accounting training on student performance

## **II. Research Method**

### **2.1 Population and Sample**

This research uses a quantitative approach. The data used is primary data in the form of questionnaires given to respondents. Population and research samples come from undergraduate of an accounting student, and we used a simple random sampling as a samples method. Total number of samples in the research was 162 respondents from two categories, students who had attended Financial Accounting Training and who had not attended Financial Accounting Training.

### **2.2 Dependent Variable**

Our research used Academic Performance of students as a dependent variable. Academic performance is defined as the result of students' academic achievement in undergoing lectures. Academic performance in this study will be measured using the Cumulative Performance Index (GPA). This variable has a range of grades 0-4, where a grade of 4 is the highest GPA a student can obtain.

### **2.3 Independent Variable**

Financial Accounting Training (FAT) is an accounting training that can be followed by students organized by professional institutions, such as Brevet A and B, Basic Accounting, Internal Audit Course and Fraud Detection. Financial Accounting Training will be measured as a dummy variable, a grade of 1 for students who have attended FAT and a grade of 0 for students who have never attended FAT.

## 2.4 Mediation Variable

Academic Self-Efficacy (ASE) can be defined as a student's confidence or confidence in his or her ability to complete assignments, exams, and other challenges. Thus, the level of ASE when students have followed FAT can affect academic performance. This variable will be measured using a Likert Scale of one through seven ranging from "very incorrect" to "very true". The lower the score, the lower the level of self-efficacy and vice versa.

## 2.5 Analysis Technique

Data analysis techniques used are descriptive statistics and data quality tests in the form of validity tests and reliability tests. Then, for test the hypothesis we used a path analysis, determination coefficient test ( $R^2$ ), and mediation test using Sobel test from Baron and Kenny (1986) to measuring the magnitude of mediation effect. The regression model of this research are as follows:

$$GPA = \alpha + \beta_1FAT + e \dots\dots\dots(1)$$

$$GPA = \alpha + \beta_4FAT + \beta_5ASE + \beta_6Gender + \beta_7Age + e \dots\dots\dots(2)$$

The significance of indirect influences is tested by calculating the t value. However, to simplify the calculation of the value t and to obtain more reliable results can use the Sobel test calculator available on the [www.quantpsy.org](http://www.quantpsy.org) website. In this calculation will bring up the p-value, where if the p-value < 0.05 indicates there is an indirect relationship between the independent variable and the dependent variable with the mediator.

## III. Result and Discussion

### 3.1 Results

Research data was taken by distributing questionnaires to all active students that were shared in the form of google form links and disseminated through social media accounts (Line, WhatsApp, and Instagram). Based on the previous calculation of a minimum number of study samples of 138 respondents, then the writer gave an estimate of the number of questionnaires that will return with a response rate of 70%. So, the number of questionnaires that will be distributed by writer is approximately 200 questionnaires. Based on these numbers, the number of questionnaires filled as many as 169 questionnaires with 162 questionnaires filled out correctly and completely.

**Table 1.** Data Collection Results

Description	Frequency	Percentage (%)
Questionnaires distributed	200	100
Filled questionnaire	169	84,5
Incomplete questionnaire	7	3,5
Questionnaires that can be processed	162	81,5

Researcher conducted a descriptive statistical analysis. Descriptive analysis provides an overview of characteristics and values on each research variables. Variables measured with dummy will be separated by including the proportions presented in Table 2. Descriptivestatistical analysis for continuous data of this research can be seen in Table 3.

**Table 2.** Discrete Data

	Variable	Frequency	Percentage (%)
FAT	Have Attended	77	47,53
	Never Attended	85	52,47
	<b>Total</b>	<b>162</b>	<b>100</b>
GENDER	Man	48	29,63
	Woman	114	70,37
	<b>Total</b>	<b>162</b>	<b>100</b>

*Source: Data Processed SPSS, 2021*

**Table 3.** Continous Data

Variable	N	Min	Max	Mean	Std. Deviation
GPA	162	3,00	4,00	3,6149	0,22674
ASE	162	2,50	7,00	5,1398	0,77379
AGE	162	18	24	21,0247	1,11984

*Source: Data Processed SPSS, 2021*

### a. Data Quality Test

Data quality test will show the data provided to respondents is worth using and can provide research results that are guaranteed validity (valid) and tested credibility. We used SPSS Statistics 25 that showed eight questions to measure students Academic Self-Efficacy. Thus, from Table 4. showed all data is valid.

**Table 4.** Validity Test

Question (ASE)	Sig.	R Calculations	R Table	Informations
1	0,000	0,632	0,1497	<b>Valid</b>
2	0,000	0,727	0,1497	<b>Valid</b>
3	0,000	0,671	0,1497	<b>Valid</b>
4	0,000	0,696	0,1497	<b>Valid</b>
5	0,000	0,750	0,1497	<b>Valid</b>
6	0,000	0,661	0,1497	<b>Valid</b>
7	0,000	0,581	0,1497	<b>Valid</b>
8	0,000	0,716	0,1497	<b>Valid</b>

*Source: Data Processed SPSS, 2021*

Reliability test of the measuring instrument in this study will use the Alpha Cronbach formula because writer use questionnaires with Likert (multilevel) scale.

**Table 5.** Realibity Test

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0,832	0,834	8

*Source: Data Processed SPSS, 2021*

Based on Table 5. the reliability test results of the Academic Self-Efficacy question item (ASE) show a reliability coefficient value (Cronbach's Alpha) of 0.834, which is greater than Cronbach's Alpha minimum value of 0.6. Thus it can be said that research instruments are reliable or reliable.

### b. Hypothesis Test

Path analysis uses simple linear regression analysis that describes the relationship between independent variables to dependent variables directly or indirectly. The path analyst value can be seen from the path coefficients value. Model 1 for our first regression and Model 2 for our second regression.

**Table 6.** Model 1 Path Analysis Results

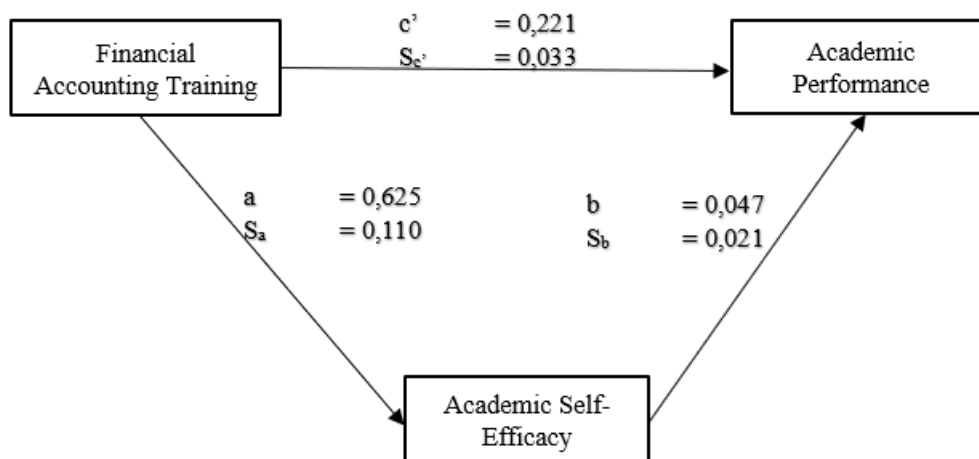
Independent Variable	Regression Coefficient (B)	t	Sig.
Model 1			
FAT	0,250	7,943	0,000
Model 2			
FAT	0,221	6,625	0,000
ASE	0,047	2,299	0,023
Gender	-0,83	-2,553	0,012
Age	-0.54	-3,863	0,000
R <sup>2</sup> Test			0,343

*Source: Data Processed SPSS, 2021*

Model 1 is a regression result to look at the direct influence between Financial Accounting Training (FAT) and Academic performance (GPA) without involving mediation variables. Furthermore, Model 2 to see the indirect influence with mediated by Academic Self-Efficacy (ASE). Both results indicate that students who have attended financial accounting training have a higher GPA both directly and with the emergence of academic self-efficacy in students. It can be seen that the large FAT coefficient in indirect testing < FAT coefficient in direct testing (0.221 < 0.250). Based on this explanation, it is stated that there has been partial mediation in this research. Coefficient of determination (Test R<sup>2</sup>) is 0.343 or in percentage of 34.3%. It means that all predictors of regression equations can affect dependent variables by 34.3%. In the use of cross-sectional primary data, the figure can be said to be good enough to assess the influence between variables.

### c. The Effect of Mediation

The research hypothesis states academic self-efficacy as a mediation variable on the effect of financial accounting training on student academic performance tested by pathway analysis. The path analysis model is presented below



**Figure 1.** Analysis Model

Figure 1. shows the results of a path analysis test that contains regression coefficient values and standard errors between variables. Based on the figure, it is known the influence of independent variables, namely financial accounting training on academic self-efficacy as a mediation variable or called coefficient a of 0.625 with standard error (Sa) of 0.110, while the influence of mediation variables on dependent variables i.e. academic achievement or called coefficient b by 0.047 with standard error (Sb) of 0.021. Then, the influence of financial accounting training and academic achievement is mediated by the variable of academic self-efficacy or called coefficient c' of 0.221 with a standard error (Sc') of 0.033.

In order to know whether or not there is an indirect influence of academic self-efficacy as a mediation variable, it can be tested using the Sobel test through the Sobel calculator in [www.quantypsy.org](http://www.quantypsy.org). The calculation of the calculator contained in Table 7.

**Table 7. Sobel Test**

Input:		Test statistic:	Std. Error:	p-value:
a	0.625	Sobel test: 2.08236719	0.01410654	0.03730894
b	0.047	Aroian test: 2.05499677	0.01429443	0.03987932
s <sub>a</sub>	0.110	Goodman test: 2.1108612	0.01391612	0.03478424
s <sub>b</sub>	0.021	Reset all	Calculate	

Sources: Data processed [www.quantypsy.org](http://www.quantypsy.org)

Based on these calculations, the value of p-value  $0.03730894 < 0.05$  indicates that there is an indirect influence on financial accounting training variables on academic achievement through academic self-efficacy as a mediation variable. The results showed that academic self-efficacy (ASE) was able to be a mediator in the relationship of financial accounting training (FAT) with academic performance (GPA) and concluded that the researcher's hypothesis was acceptable.

### 3.2 Discussion

The results of the regression test show that there is a direct and positive influence between financial accounting training and the value of academic performance. Based on the test results, students who had attended the training turned out to have better academic performance that can be seen from their GPA. This is because the training provides more knowledge and experience that is not obtained in the lecture, but the knowledge can be useful when students do assignments and when they are exams. The knowledge and experience applied appropriately will produce performance that is in accordance with expectations, where the performance is interpreted by the student's GPA.

Students tend to feel confident in the abilities gained while undergoing training, they also feel able to face learning on campus. These feelings encourage students to have the confidence to complete assignments and schedule their study time well, make notes of the right course materials, and feel able to succeed in the exam. In addition, students who have attended the training will feel that he is more capable than other students and can succeed in college, one of which is shown from an interest in academic assignments given. The relationship of these two variables is consistent with previous research on the effectiveness of training that can affect academic self-efficacy (Taghani & Razavi, 2021), even showing significant improvement as the experience during training provides more open thinking for trainees (Byrge & Tang, 2015; Vally et al., 2019). The emergence of great self-efficacy will give students confidence to succeed in lectures.

Further regression tests were conducted on variables of academic self-efficacy (mediator) and academic performance (dependent) as measured by performance index (GPA). The test results found that the relationship between the two variables was positively significant. This result can be interpreted that students who have a high level of academic self-efficacy have a high probability of obtaining a GPA. The emergence of great self-efficacy will give students confidence to succeed in lectures. This will have an impact on students' performance both in the classroom, in doing lecture assignments, and when carrying out exams. When students have good learning performance, the results will be seen in the form of GPA scores given each semester. A high GPA represents that all academic activities both duty obligations and exam participation have been completed with excellent results. In addition, high self- efficacy also encourages students to be active outside of academic activities, they will strive to excel in academic and non-academic. The relationship between these two variables is consistent with previous research by (Honicke & Broadbent, 2016). However, there are differences in Wilson & Narayan, (2016) and Talsma et al., (2018) which resulted in less significant influence.

Financial accounting training attended by students is expected to have a positive impact on their academic self-efficacy. Similarly, the academic self-efficacy that arises in students can help them obtain a high GPA. Seen from the results of the coefficient of determination test that financial accounting training and academic self- efficacy simultaneously (together) affect the students performance. When students have attended financial accounting training, they will tend to have a better level of academic self-efficacy while undergoing the learning process in lectures. Then, on this belief, students will strive to get the best results and make it possible to get a higher GPA than before. Thus, it can be said that academic self-efficacy is able to mediate the relationship of financial accounting training to academic performance.

The results of the study are in accordance with Self-Efficacy Theory (SET) that has been revealed by researchers at the beginning. According to Self-Efficacy Theory Bandura (1977), positive self-efficacy predicts students' academic performance in their studies in college. When students feel confident in their ability to complete academic assignments and when carrying out exams, then they can produce good performance. Conversely, when students have low confidence in their ability to complete assignments and exams, they can also predict their poor performance. In Self-Efficacy Theory mentioned several sources that affect one's self-efficacy, including learning models and performance (Bandura, 1977). In accordance with this research, financial accounting training attended by students is one of the learning models that are considered effective to help students improve their performance in the lecture period. Based on the theory, achievement of good performance beforehand makes students have the confidence to achieve the same results in the future, or even better. If it is associated with the results of the study that self-efficacy makes student performance increase, then in this case there is a simultaneous influence between variables of self-efficacy and academic performance.

#### **IV. Conclusion**

This study aims to empirically prove the research hypothesis which is whether academic self-efficacy variables are able to mediate the relationship between financial accounting training and student performance. In addition, this study tries to fill the research gap mentioned earlier, in the form of the use of academic self- efficacy variables (ASE) associated with a type of training that has never been studied before, namely financial accounting training (FAT). Based on the tests that have been conducted, the researchers



obtained the results that the research hypothesis is acceptable and the researchers successfully used and attributed the variables.

Students who have attended financial accounting training have good academic self-efficacy and increase, then in the end will produce good academic performance as well. Thus, it can be concluded that there is a significant indirect influence on the variables of financial accounting training on academic achievement through the level of academic self-efficacy of students.

Suggestions that we can provide for further research are: (1) Further research can focus on one type of financial accounting training and is associated with courses similar or related to the training; (2) Further research may use samples that have more homogeneous characteristics, such as samples being in the same class; (3) Further research is expected to pay attention to or control the training period with the period of students GPA.

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