

Boosting Interest in studying Accounting: Harnessing the Power of Peers and Effective Learning Media

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A B S T R A C T

Students, from high school through university, must be equipped with the essential skill of analyzing financial statements. The significance of this skill is evident in the high demand for professionals in the field. Regrettably, there seems to be a lack of enthusiasm for learning accounting despite this demand. Consequently, researchers are keen to explore the factors influencing interest in studying accounting. This study employed a quantitative approach, specifically an explanatory survey method. The analysis utilized multiple linear regression analysis (SPSS 22) to examine the data. For this study, a questionnaire comprising 30 statements was administered through Google Forms. The results derived from this data indicate a notable positive influence between peers and learning media on interest in learning, demonstrated through simultaneous, partial, and determinant coefficient analyses. Furthermore, this study underscores the importance of all stakeholders directing their attention to the peer environment and the utilization of learning media, as optimizing these two factors can yield substantial contributions.



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INTRODUCTION

Education plays a pivotal role in the progress of a nation, serving as the bedrock that sustains diverse sectors. This is evident in numerous developed countries where the education sector garners significant attention and often receives special treatment, including legislative support and ample funding. This approach is undertaken because education serves as the cornerstone for advancing multiple sectors, encompassing technology, industry, and business alike. In the realm of business, the progression of knowledge manifests through a myriad of innovations, spanning from operational processes (e.g., online business) to financial transactions (e.g., payments) and comprehensive financial reporting. The rapid advancement of innovation in the business sphere has brought about numerous benefits for stakeholders, facilitating process optimization and efficiency across production, distribution, and consumption stages. Given this context, education emerges as a crucial cornerstone in business evolution. It's not unusual for companies to invest significantly, offering

scholarships to acquire human resources distinguished by both educational excellence and character integrity.

Nevertheless, the depiction provided above doesn't align with the actual circumstances, as various issues persist regarding the quality of education, particularly within the business realm. One prominent issue is the lack of enthusiasm for learning accounting. This is evident through the limited comprehension of accounting principles, particularly in deciphering financial reports, coupled with a general disinterest in accounting across different educational levels and a consistent trend of low performance in accounting courses. This is in line with the opinion of Mappadang et al., (2022) where the low interest can be seen from the teaching process, atmosphere, attitude, and understanding that is not going well. This assertion is further bolstered by preliminary research findings, outlined as follows:

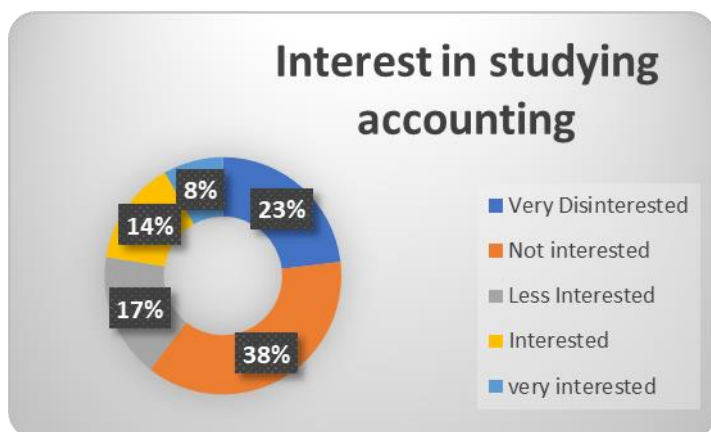


Figure 1. Interest in studying accounting
Source: results of pre-research survey in 2024

Drawing from the aforementioned data presentation, it is evident that nearly 61% of respondents expressed a negative sentiment (lack of interest). This underscores the persisting challenge of fostering enthusiasm for learning accounting. Hence, delving into the theory and factors influencing interest stands out as a viable solution to kindle this motivation. It is as described by Pohan & Murti, (2022) where Students' engagement in learning is significantly shaped by a multitude of factors, including internet connectivity, student-teacher communication, learning environment, media exposure, availability of learning resources, and numerous other elements.

This is consistent with Skinner & Pitzer, (2012), who explain that in the learning process, The quality of learning materials and the impact of peer interactions are pivotal determinants of learning outcomes. Given this rationale, researchers directed their attention to two key variables: peers and learning media. This selection was based on the substantial interaction and high likelihood of utilization exhibited by these factors. Such an explanation provides a robust foundation for understanding the interplay between these independent variables.

Building upon the theory elucidated above, it becomes apparent that peers play a significant role in shaping interest in learning. This is in line with Oktaiani & Perianto, (2022) who see that peers are external factors that can influence student learning interest, where this factor has a very important role. It's as described by Kurniawan & Sudrajat, (2017) where peers can have a role in student development including providing support, teaching social skills, becoming agents of socialization, and helping to shape character. The extent of this role holds sway over learning interest, as positive peer interactions can foster enthusiasm and motivation through collaborative discussions and study sessions. Conversely, negative peer influences can dampen learning interest, leading to apathy and a decline in the desire to engage in learning activities (Cahyati & Muchtar, 2019; Oktaiani & Perianto, 2022; Tenenbaum et al., 2020). This is very relevant to the statement of Chang & Brickman, (2018) that after having a fairly intense interaction, peers may exert certain negative influences, such as absenteeism from classes due to peer invitations and a lack of maturity.

Apart from peers, the learning media also holds significant importance. This is in line with the opinion Aisyah & Haryudin, (2020) where he elaborated that utilizing instructional media can ignite interest in learning,

foster enthusiasm for learning, and influence students' psychology, thereby promoting a more conducive learning environment. This includes providing feedback throughout the teaching and learning process, ultimately aiding students in achieving optimal results. Furthermore, learning media enhances the effectiveness, efficiency, and appeal of learning, thereby sustaining students' interest in continuous learning (Abdullah, 2016; Nurrita, 2018; Silalahi, 2020; Thoharudin et al., 2020). During the process, a crucial aspect of media implementation is the selection of appropriate media, as it significantly impacts students' eagerness and motivation to engage with the topics. When the chosen media is both captivating and relevant, students are better equipped to comprehend the lesson, fostering a deeper curiosity to explore the presented material (Sagala, 2023). Drawing from the aforementioned explanation, it can be inferred that learning media serves as a conduit enabling teachers to maximize learning outcomes and ignite interest in learning through diverse activities or interactions. This fosters active, effective, efficient, and creative learning approaches.

The significance of the two variables' roles is also apparent in prior research, where variable X1 consistently demonstrates a positive influence (Nasution et al., 2021). Some of them are research conducted by Ulfaida & Pahlevi,(2021) where in his research it was explained that learning media has a positive and significant influence. Furthermore, he emphasized the considerable effectiveness of learning media, noting its ease of use and its flexibility regarding time and location. The same thing was explained by Rahayu et al., (2023) where learning media can significantly encourage accounting students' interest in learning.

Similar observations are evident with the peer variable, demonstrating a positive impact on interest in learning (Oktaiani & Perianto, 2022; Taufan, 2019). As for some supporting research, namely Falah & Sa'adah, (2022) there is a positive and significant influence between peers on interest in learning. This research is also supported by Falah & Sa'adah, (2022) that explains the same result. Based on the findings outlined above, it's evident that the peer variable (X) exerts a positive and significant influence on the variable of student learning interest (Y). Students who have supportive friends, demonstrate diligence, and maintain discipline tend to exhibit enthusiasm for learning. This research places a particular emphasis on peer interactions within vocational school settings and the efficacy of learning media, especially in regions with limited educational resources such as NTT province. Building upon the identified issues and theoretical framework, this study provides a foundational framework for the integration of diverse learning media to enhance learning quality and unleash student potential and interest. Additionally, it paves the way for the formation of accounting study groups to facilitate impactful peer interactions. Motivated by these insights, our research endeavors to explore the combined impact of peer interactions and learning media in cultivating interest in studying accounting.

RESEARCH METHOD

Building upon the preceding introduction, the researcher seeks to explore the impact of peers and learning media on learning interest. This study employs an explanatory method with a quantitative approach, fulfilling the necessary instrument testing and research prerequisites. Moving forward, the analysis phase involves multiple linear regression analysis. The conceptual framework guiding this research is outlined as follows:

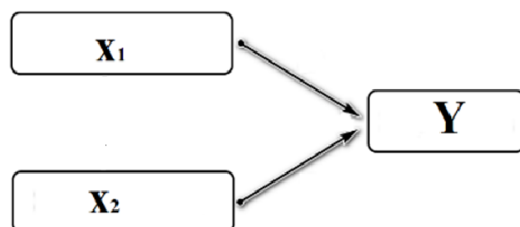


Figure 2. Framework

The analysis encompassed the entire student populace of vocational schools in Kupang city. The research sample comprised 68 respondents, selected via random sampling techniques, with sample size determined using the Accidental Sampling method. Data collection was executed through a questionnaire containing the following particulars:

Table 1. Operational Definition

No	Variable	Operational Definition	Indicators
1.	Peers	Peers are individuals with comparable attributes who typically engage in close interactions and develop strong bonds (Cavicchiolo et al., 2022)	<ul style="list-style-type: none"> ● Cooperation ● Competition ● Opposition ● Reception ● Conformity Blend (Fadjrin & Muhsin, 2017)
2.	Learning Media	Learning media refers to tools or resources utilized in teaching and learning activities. (Ariesta et al., 2019; Cerya et al., 2022)	<ul style="list-style-type: none"> ● relevance, ● teacher's ability, use, ● availability, ● usefulness (Yuliani H & Winata, 2017)
3.	Interest in studying	Interest in learning serves as a motivational drive that students possess internally and externally, motivating them to achieve their learning objectives. (Uyun et al., 2022)	<ul style="list-style-type: none"> ● feeling , ● interest, ● acceptance, ● student engagement (Slameto, 2022)

RESULT AND DISCUSSION

Derived from the processed questionnaire data using SPSS, the subsequent results have been obtained:

Table 2. Multiple Regression Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	7.416	3.096		2.395	.019
X1	.561	.148	.422	3.782	.000
X2	.806	.275	.327	2.932	.004

Source: The Result of Output Analysis SPSS

The analysis outcomes indicate a noteworthy positive influence, as evidenced by the direction and magnitude of the effects. Specifically, X1 demonstrates a positive effect of 0.561 with a significance of 0.000, while X2 exhibits a positive effect of 0.806 with a significance of 0.004. Moreover, this analysis allows for the formulation of an equation elucidating the contributions of the independent variables, namely:

$$Y = 7.416 + 0.561 X_1 + 0.806 X_2$$

According to this equation, if each variable has an effect of 1 (one), then the effect of X1 is 0.561 and X2 is 0.806. Thus, based on the equation provided, the total effect amounts to 8.828. In addition to multiple linear regression analysis, this study also encompasses two hypothesis tests and one determinant coefficient. Firstly, the t-test examines the individual influence of the independent variables and elucidates their significance levels. Based on the table below, it can be deduced that both variables exert a partial and significant influence. This is substantiated by the t count values being less than the t table values (X1 (3.782 > 1.98525) and X2 (2.932 > 1.98525)), and the significance level is supported by sig being less than 0.005 (X1 (0.00 < 0.005) and X2 (0.004 < 0.005)).

Table 3. Multiple Regression Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	7.416	3.096		2.395	.019
1 X1	.561	.148	.422	3.782	.000
X2	.806	.275	.327	2.932	.004

Source: The Result of Output Analysis SPSS

Consistent with the preceding analysis, this study also outlines the outcomes of the F-test. The results of the F-test are depicted in the table below. From the table, it's apparent that both X1 and X2 exhibit influence and significance. This is supported by the computed F-value being greater than the F-table value ($44.418 > 2.70$) and the significance level (sig) being less than 0.004 ($0.000 < 0.004$).

Table 4. F test Results

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	2031.483	2	1015.741	44.418	.000 ^b
1 Residual	2103.844	92	22.868		
Total	4135.326	94			

Source: The Result of Output Analysis SPSS

Lastly, this study also presents the results of the coefficient of determination, indicating that the independent variables contribute to 49.1% of the variance, while the remaining 50.9% is attributed to other variables.

Table 5. Determinant Coefficient Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df 1	df2	Sig. F Change
1	.701 ^a	.491	.480	4.78204	.491	44.418	2	92	.000

Source: The Result of Output Analysis SPSS

From the aforementioned results, three crucial discussion points emerge. Firstly, there exists a positive and significant correlation between peers and the interest in learning accounting. This finding is further reinforced by the outcomes of the t-test, which mirror the same conclusions. This outcome can be attributed to several factors. According to the researchers' observations, this positive and significant influence may arise because peers play a significant role as agents with whom individuals have intense interactions, from interactions in the household to those at school. Furthermore, this influence stems from the strong communication established with peers, which can impact one's interests. It's noteworthy that discussions with peers often lead to changes in decisions related to interests, hobbies, or activities. This is relevant to some of the opinions of previous researchers, one of which is Sari, (2020) where the strength of peer interaction can be seen from very suitable and intense communication, where Peer interaction is highly suitable for their generation, facilitating mutual understanding among them effortlessly. This fosters an environment where they feel free from reluctance, inferiority, shame, and similar inhibitions, enabling them to engage in open discussions with peers. Moreover, through such unrestricted interactions, peers can offer various positive contributions, including providing support, allowing ample time for discussions (especially in decision-making processes), sharing information, and offering emotional support. (Oktaiani & Perianto, 2022). The explanation above is in line with Skinner & Pitzer, (2012), which explains that in the learning process, the quality of learning materials and the impact of peers are critical factors in shaping

learning outcomes. These findings are corroborated by numerous studies indicating that peer influence can indeed stimulate and enhance interest in learning. (Wasa et al., 2019)

Furthermore, the findings of this study elucidate that learning materials exert a noteworthy and beneficial influence on learners' engagement. This assertion is substantiated by both multiple linear regression analysis and t-tests. These findings align with real-world scenarios where instructional media aids educators in presenting intricate concepts concisely, thus enhancing participants' satisfaction with the learning journey. Additionally, such media fosters a more dynamic learning environment by offering diverse perspectives and creative stimuli. This is in accordance with the statement of Sulthon et al., (2021) which explains that Choosing appropriate learning materials tailored to students' characteristics is crucial as it significantly impacts the learning process and can capture students' interest effectively. Utilizing suitable learning resources will motivate students to grasp the material thoroughly, enabling comprehensive understanding and mastery of all lesson concepts and content (Mamase et al., 2019; Ningsih & Sari, 2021). Similarly, instructional media can foster interest and motivation in learning by facilitating various activities that enhance the learning process, such as reducing reliance on verbal instruction, encouraging critical thinking, and simplifying complex problems (Magdalena et al., 2021). The explanation above is in line with Skinner & Pitzer, (2012), which explains that in the learning process, The state of instructional materials and the impact of peers are pivotal elements in shaping learning outcomes. According to the studies cited, this research corroborates previous findings that underscore the role of instructional media in bolstering students' enthusiasm for learning (Prasetyo & Hardjono, 2020). Lastly, this study yielded findings demonstrating a notable and positive correlation between peers and instructional media in fostering an interest in learning accounting. This correlation is supported by both the F-test and the coefficient of determination. This relationship is established through meaningful peer interactions and the utilization of suitable learning resources, which contribute to students feeling more at ease with the learning process. Ultimately, these factors lead to shifts and advancements in students' levels of interest.

CONCLUSION

From the preceding explanation and analysis, it can be inferred that both peers and instructional media exert a positive and significant impact on learning interest. These two elements play pivotal roles, with peers serving as environments conducive to robust thinking, and instructional media facilitating deeper understanding processes, thereby nurturing sustained growth in students' learning enthusiasm. Furthermore, this study underscores the importance of considering factors such as students' maturity in selecting peers, as well as the effective and efficient utilization of instructional media over time.

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