FACULTY ENTREPRENEURSHIP AND BUSINESS

THE UNDERSTANDING AND AWARENESS OF ISLAMIC ACCOUNTING AMONG ACCOUNTING STUDENTS AT THE UNIVERSITI MALAYSIA KELANTAN

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BACHELOR OF ADMINISTRATION (ISLAMIC BANKING AND FINANCE) 2024

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By

AMIRAH BINTI ASMADI
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A thesis submitted in fulfilment of the requirements for the degree of

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2024

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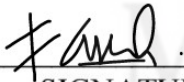NAME: AMIRAH BINTI ASMADI

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Date: 29/01/2024

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SIGNATURE OF SUPERVISOR
NAME: DR. SITI FARIHA BINTI MUHAMMAD

Date:

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Lampiran E

ASSESSMENT FORM FOR RESEARCH PROJECT I

Student's Name: FARZANA BINTI ARIFF   **Matric No. A20B1336**

Student's Name: AMIRAH BINTI ASMADI   **Matric No. A20B1263**

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Student's Name: FARAH HAKIMAH BINTI MUHAMAD   **Matric No. A20B1328**

Name of Supervisor: DR. SITI FARIHA BINTI MUHAMMAD   **Name of Programme: SAB**

Research Topic: The Understanding and Awareness of Islamic Accounting Among Accounting Students at The Universiti Malaysia Kelantan

ASSESSMENT RUBRICS FOR RESEARCH PROJECT I: EFFORT (Weight 10%)

NO.	CRITERIA	PERFORMANCE LEVELS				Weight	TOTAL
		POOR (1 MARK)	**FAIR (2 MARKS)**	**GOOD (3 MARKS)**	**EXCELLENT (4 MARKS)**		
1.	Determination (CLO1; C1, A3: CS/CT/TS)	Is not determined and does not put in any effort in completing the research report in group	Is determined but puts in little effort in completing the research report in group	Is determined and puts in reasonable effort in completing the research report in group	Is very determined and puts in maximum effort in completing the research report in group	____ x 0.5 (Max: 2)	
2.	Commitment (CLO1; C1, A3: CS/CT/TS)	Is not committed and does not aim to complete on time and/ or according to the requirements	Is committed but makes little effort to complete according to the requirements	Is committed and makes reasonable effort in fulfilling some of the requirements	Is very committed and makes very good effort in fulfilling all the requirements, without fail.	____ x 0.5 (Max: 2)	
3.	Frequency in meeting supervisor (CLO1; C1, A3: CS/CT/TS)	Has not met the supervisor at all	Has met the supervisor but less than five times	Has met the supervisor for at least five times	Has met the supervisor for more than five times	____ x 0.5 (Max: 2)	
4.	Take corrective measures according to supervisor's advice (CLO1; C1, A3: CS/CT/TS)	Has not taken any corrective action according to supervisor's advice	Has taken some corrective actions but not according to supervisor's advice, or with many mistakes	Has taken some corrective actions and most are according to supervisor's advice, with some mistakes	Has taken corrective actions all according to supervisor's advice with few mistakes	____ x 0.5 (Max: 2)	
5.	Initiative (CLO1; C1, A3: CS/CT/TS)	Does not make any initiative to work in group	Makes the initiative to work in group but requires consistent monitoring	Makes the initiative to work in group with minimal monitoring required	Makes very good initiative to work in group with very little monitoring required	____ x 0.5 (Max: 2)	

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Student's Name:_____Matric No. _____

Research Topic: The Understanding and Awareness of Islamic Accounting Among Accounting Students at The Universiti Malaysia Kelantan

ASSESSMENT RUBRICS FOR RESEARCH PROJECT I: PEER EVALUATION (Weight 10%)

NO.	CRITERIA	PERFORMANCE LEVELS				Weight	TOTAL
		POOR (1 MARK)	FAIR (2 MARKS)	GOOD (3 MARKS)	EXCELLENT (4 MARKS)		
1.	Helping (CLO1; C1, A3: CS/CT/TS)	The teammate never offered assistance to other teammates.	The teammate sometimes offered assistance to others.	The teammate offered assistance to each other most of the time.	The teammate always offered assistance to other members.	_____ x 0.5 (Max: 2)	
2.	Listening (CLO1; C1, A3: CS/CT/TS)	The teammate never worked from others' ideas.	The teammate sometimes worked from others' ideas.	The teammate worked from others' ideas most of the time.	The teammate always worked from others' ideas	_____ x 0.5 (Max: 2)	
3.	Participating (CLO1; C1, A3: CS/CT/TS)	The teammate never contributed to the project.	The teammate sometimes contributed to the project.	The teammate contributed to the project most of the time.	The teammate always contributed to the project.	_____ x 0.5 (Max: 2)	
4.	Questioning (CLO1; C1, A3: CS/CT/TS)	The teammate never interacted, discussed, or posed questions to other team members.	The teammate sometimes interacted, discussed, and posed questions to other team members.	The teammate interacted, discussed, or posed questions to other team members most of the time.	The teammate always interacted, discussed, or posed questions to other team members	_____ x 0.5 (Max: 2)	
5.	Sharing (CLO1; C1, A3: CS/CT/TS)	The teammate never offered ideas or reported his/her findings to others.	The teammate sometimes offered ideas and reported his/her findings to others.	The teammate sometimes offered ideas and reported his/her findings to others.	The teammate always offered ideas and reported his/her findings to others.	_____ x 0.5 (Max: 2)	

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Research Topic: The Understanding and Awareness of Islamic Accounting Among Accounting Students at The Universiti of Malaysia Kelantan

ASSESSMENT RUBRICS FOR RESEARCH PROJECT I: PRESENTATION (Weight 20%)

NO.	CRITERIA	PERFORMANCE LEVEL				Weight	TOTAL
		POOR (1 MARK)	FAIR (2 MARKS)	GOOD (3 MARKS)	EXCELLENT (4 MARKS)		
1.	Teamwork (CLO2; A3/TS)	Is not committed to work in a group	Is committed but make little effort to complete the research report in group	Is committed and make reasonable effort in completing the research report	Is very committed and make very good effort in completing the research report	____x 1 (Max: 4)	
2.	Clear delivery of ideas (CLO2; A3/CS)	Able to deliver ideas and require further improvement	Able to deliver ideas fairly clearly and require minor improvements	Able to deliver ideas clearly	Able to deliver ideas with great clarity	____x 1 (Max: 4)	
3.	Effective and articulate delivery of ideas (CLO2; A3/CS)	Able to deliver ideas with limited effect and require further improvement	Able to deliver ideas fairly effectively and require minor improvements	Able to deliver ideas effectively and articulately	Ability to deliver ideas with great effect and articulate	____x 1 (Max: 4)	
4.	Appropriate use of visual aid (CLO2; A3/CS)	Uses visual aids very poorly and the use interferes with the presentation	Uses visual aids but not very effective in aiding the presentation. The usage distorts the presentation at times	Uses visual aids effectively. The usage of technology flows with the presentation	Uses visual aids very effectively. The usage enhances the quality of presentation	____x 1 (Max: 4)	
5.	Confidence and Ability to Answer Questions (CLO2; A3/CT)	Exhibits a very low level of confidence and appears visibly 'shaky'. Finds it difficult to answer questions.	Exhibits low level of confidence at times. Does not appear to be confident in answering questions	Exhibits a high level confidence. Does a good job in answering questions.	Exhibits a very high level of confidence. Is perfectly at ease while answering questions.	____x 1 (Max: 4)	
	TOTAL					/20	

Research Topic: The Understanding and Awareness of Islamic Accounting Among Accounting Students at The Universiti of Malaysia Kelantan

ASSESSMENT RUBRICS FOR RESEARCH PROJECT I: RESEARCH REPORT (Weight 60%)

NO.	CRITERIA		PERFORMANCE LEVEL				Weight	TOTAL
			POOR (1 MARK)	FAIR (2 MARKS)	GOOD (3 MARKS)	EXCELLENT (4 MARKS)		
1.	Introduction (CLO1; C1, A3)		Background of study, Problem Statement, Research Objective and Research Question is lack of clarity and focus	Background of study, Problem Statement, Research Objective and Research Question is written but with inconsistent focus.	Clearly written of Background of study, Problem Statement, Research Objective and Research Question with good facts.	Very clear of Background of study, Problem Statement, Research Objective and Research Question with very good facts.	___ x 2.5 (Max: 10)	
			Background of study, Problem Statement, Research Objective and Research Question is written unsystematic and unscientific. Scientific refers to researchable topic	Background of study, Problem Statement, Research Objective and Research Question is written less systematic and less scientific. Scientific refers to researchable topic	Background of study, Problem Statement, Research Objective and Research Question is written systematic and scientific. Scientific refers to researchable topic	Background of study, Problem Statement, Research Objective and Research Question is written very systematic and scientific. Scientific refers to researchable topic	___ x 1.25 (Max: 5)	
2.	Overall Proposal Format (CLO2; C2, A3)	Submit according to the deadline and adhere to the required format	The research proposal is not produced according to the specified time and/ or according to the format.	The research proposal is produced according to the specified time but fails to adhere to the format.	The research proposal is produced on time, adheres to the format but with few weaknesses.	The research proposal is produced on time, adheres to the format without any weaknesses.	___ x 0.25 (Max: 1)	
		Writing style (clarity, expression of ideas and coherence)	The proposal is poorly written and difficult to read. Many points are not explained well. Flow of ideas is incoherent.	The proposal is adequately written; Some points lack clarity. Flow of ideas is less coherent.	The proposal is well written and easy to read; Majority of the points are well explained and flow of ideas is coherent.	The proposal is written in an excellent manner and easy to read. All of the points made are crystal clear with coherent argument.	___ x 0.25 (Max: 1)	
		Technicality (Grammar, theory, logic and reasoning)	The report is grammatically, theoretically, technically and logically incorrect.	There are many errors in the report, grammatically, theoretically, technically and logically.	The report is grammatically, theoretically, technically and logically correct in most of the chapters with few weaknesses.	The report is grammatically, theoretically, technically, and logically perfect in all chapters without any weaknesses.	___ x 0.25 (Max: 1)	
	Overall							

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	Proposal Format (CLO2; C2, A3)	Reference list (APA Format)	No or incomplete reference list	Incomplete reference list and/ or is not according to the format	Complete reference list with few mistakes in format adherence	Complete reference list according to format	___x 0.25 (Max: 1)	
		Format organizing (cover page, spacing, alignment, format structure, etc.)	Writing is disorganized and underdeveloped with no transitions or closure.	Writing is confused and loosely organized. Transitions are weak and closure is ineffective.	Uses correct writing format. Incorporates a coherent closure.	Writing includes a strong, beginning, middle, and end with clear transitions and a focused closure.	___x 0.25 (Max: 1)	
3.	Literature review (CLO2; C2, A3)		• Does a poor job in summarizing the relevant literature review	• Weak in summarizing the literature review	• Critically analyzes but does not summarize effectively	• Critically analyzes and summarizes effectively	___x 1 (Max: 4)	
			• Does not provide adequate reference of literature review	• Provide some reference of literature review	• Provide adequate reference of literature review	• Provide strong reference of literature review	___x 1 (Max: 4)	
			• Weak research framework	• Adequate research framework	• Feasible research framework	• Sound research framework	___x 0.75 (Max: 3)	
			• Framework is not link with the literature and the research issues	• Framework has a weak link with the literature and the research issues but some major weaknesses exist	• Framework has a good link with the literature and the research issues but some minor weaknesses exist	• Framework has a strong link with the literature and the research issues	___x 1 (Max: 4)	
4.	Research method (CLO3; C3, P3, A3)		• Research methodology is designed poorly	• Research methodology is adequately designed	• Research methodology is good and can address most of the research issues	• The methodology is sound and can address all of the research issues	___x 1.75 (Max: 7)	
			• Unable to clearly identify the type of research (Quantitative/ Qualitative)	• Able to identify the type of research (Quantitative/ Qualitative)	• Clearly identify the type of research (Quantitative/ Qualitative)	• Clearly identify the type of research with good support (Quantitative/ Qualitative)	___x 1.5 (Max: 6)	
			• There is no data collection method specified	• Data collection method used are not appropriate	• Data collection method used are appropriate with some explanations	• Data collection method used are appropriate with good explanations	___x 1.5 (Max: 6)	

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		• Wrong interpretation of Research Tools and Analysis	• Lack interpretation of Research Tools and Analysis	• Good interpretation of Research Tools and Analysis	• Very good and clear interpretation of Research Tools and Analysis	___ x 1.5 (Max: 6)	
			TOTAL				**/60**

TOTAL MARKING SCHEME

Assessment	Marks Given By Supervisor	Marks Given By Examiner	Total
(A) Effort (10%)			
(B) Oral Presentation (20%)			/ 2 =
(C) Research Report (60%)			/ 2 =
(D) Peer Evaluation (10%) i)			i)
ii)			ii)
iii)			iii)
iv)			iv)
Grand Total			i)
Grand Total			ii)
Grand Total			iii)
Grand Total			iv)

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Name of Supervisor/ Examiner: **DR. SITI FARIHA BINTI MUHAMMAD**   Signature:_____Date: _____

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ACKNOWLEDGMENT

First of all, we want to express our gratitude for finishing the study assignment for our senior year. We want to convey our sincere thanks to our supervisor, Dr. Siti Fariha Binti Muhamad, for her careful direction, contagious encouragement, and constructive criticism of this study. More than we can ever give her credit for, she has taught us a great deal. Her assistance is much valued and will always be recalled. Second, our group, which consists of Farzana binti Arifi, Engku Nur Fathiah binti Engku Ismail, Amirah Binti Asmadi, and Farah Hakimah Binti Muhamad, cannot finish this project without their work and cooperation. We always put in a lot of effort and take our responsibilities to heart while producing a solid research project. Additionally, we would like to express our gratitude to everyone who has supported us as we have carried out this research project, especially the Universiti Malaysia Kelantan (UMK), City Campus in accounting students for their encouragement and willingness to cooperate with us by serving as our respondents and completing the provided questionnaires. Finally, we would like to express our sincere gratitude to our friends for their assistance in completing our research project. They gave us a great deal of personal advice and taught us several new concepts and facts about the subject of our study without any complaints.

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LIST OF FIGURE

LIST OF ABBREVATION

FKP   Faculty of Entrepreneurship and Business

UMK   Universiti Malaysia Kelantan

IfIs   International Financial Institution

AAOIFI   Accounting and Auditing Organization for Islamic Financial Institutions

SPSS   Statistical Package for The Social Sciences

IIUM   International Islamic University of Malaysia

USIM   University Sains Islam Malaysia

UMS   Universiti Malaysia Sabah

KIAS   Kolej Islam Antarabangsa Sultan Ismail Petra

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ABSTRAK

Tujuan kertas kerja ini adalah untuk mengkaji tahap kefahaman dan kesedaran berhubung perakaunan Islam dalam kalangan pelajar perakaunan di Universiti Malaysia Kelantan dan menentukan tahap aspirasi terhadap perakaunan Islam. Satu soal selidik telah diberikan kepada pelajar-pelajar sarjana perakaunan di UMK. Hasil kajian menunjukkan bahawa majoriti responden mempunyai tahap pemahaman dan kesedaran yang mencukupi terhadap perakaunan Islam kerana mereka boleh membezakan antara perakaunan Islam dan konvensional. Selain itu, dalam kalangan pelajar bersetuju bahawa perakaunan Islam harus dijadikan sebagai mata pelajaran utama dalam kursus perakaunan. Hasil kajian juga telahpun menunjukkan terdapat perbezaan yang tidak ketara dalam tahap pemahaman mengikut kategori seperti jantina, pendidikan terdahulu dan umur. Ini adalah kerana; mereka sudah mengetahui tentang perakaunan Islam di luar kelas. Untuk memberi lebih pendedahan tentang subjek perakaunan Islam, mata pelajaran ini hendaklah dijadikan sebagai mata pelajaran utama dalam kursus perakaunan dan bukan hanya sebagai mata pelajaran elektif.

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ABSTRACT

The purpose of this paper is to study the level of understanding and awareness regarding Islamic accounting among accounting students at Universiti Malaysia Kelantan and to determine the level of aspiration towards Islamic accounting. A questionnaire was administered to the accounting undergraduates' students at UMK. The result shows that majority of the respondent have adequate level of understanding and awareness towards Islamic accounting as they can contrast between Islamic and conventional accounting. Moreover, in the students agreed that Islamic accounting should be as main subject in accounting course. The result also shows that there is insignificantly difference in the level of understanding by categories such as gender, previous education and age. This is due to; they already know about the Islamic accounting outside the class. To emphasize Islamic accounting, this subject should be as main subject in accounting course not as an elective subject.

CHAPTER 1: INTRODUCTION

In the first of Chapter one, this study is used to research students in the field of Accounting (SAA) about the extent of their understanding and awareness of Islamic accounting topics. Islamic and conventional accounting is very different in many ways such as in basis, interest, speculation, and others. This will be explained in more detail to avoid wrong facts about Islamic banking. The study also has 3 types of variables to match the research objective. This chapter is structured into eight sections, starting with the background of the study, problems background followed by the research question, research objective, scope of study, significance of the study, the definition of the term, and organization.

1.1 BACKGROUND OF THE STUDY

Islamic accounting is the accounting procedure that gives the right information to an entity stakeholder so they can make sure it is always working within the bounds of Islamic law. The beginnings of organized accounting in the form used today may be traced to Italy and Luca Pacioli, the founder of modern economics. The Islamic accounting system has been around for 800 years and is universally acknowledged. Muslims all over the world had a choice in the post-colonial age following the Second World War, they could either continue the Western practices that had been assimilated or revert back to the Islamic practices of the Golden Age of religion contemporary age, especially as a result of the "Islamization" of some nations like Pakistan and Iran (Trokic, 2015). Islamic accounting may therefore be characterized in the current context as the accounting procedure that gives stakeholders the information, they need to make sure that their company is consistently functioning following Islamic or *Shari'ah* Law while achieving its socioeconomic goal. Islamic accounting is concerned with the interests of society as a whole since, in contrast to traditional accounting, it serves a broad range of stakeholders rather than just one group.

Islamic accounting is different with conventional accounting where it is a type of accounting that tries to provide users the knowledge that need to run in accordance with *Shari'ah*, or Islamic law. In *Shari'ah*, it had forbidden the payment and receiving of thing which first is *riba*. Islam sees the practice of starting a loan with an interest payment as being exploitation and favouring the lender at the cost of the borrower. *Shari'ah* law forbids *riba* for a few different reasons. It is intended to guarantee fairness in transactions. By making unfair and unequal trades unlawful, it is intended to guarantee that people can secure their money (Hayes, 2022). Next, there is a prohibition known as *maisir*, which forbids Islamic financial institutions from taking part in contracts or transactions when the ownership of goods depends on an unpredictable future occurrence. Secondly, participation in transactions with a significant degree of risk and uncertainty is prohibited by Islamic financial laws. The Arabic term *gharar* refers to the measure of risk or uncertainty in investing. Everything in Islam is totally forbidden, according to *Shari'ah* law. Islamic accounting contributes to the achievement of a fair allocation and distribution of wealth, not just among shareholders of a particular firm but also among society at large (Robinson, 2021). Islamic accounting helps to guarantee that do not injure people while gaining money.

Islamic accounting is based on Islamic principles, as opposed to conventional accounting, which is based on a capitalist interpretation, according to the concept of Islamic accounting. Islamic and traditional accounting both supply information and specify how it is measured, valued, recorded, and presented. According to traditional accounting, data on economic events and transactions are supplied, resources are quantified in terms of assets and liabilities, and this information is presented through financial statements that users, often investors, rely on to make investment-related decisions. Islamic accounting, on the other hand, recognizes socioeconomic events and transactions that are evaluated in both financial and non-financial terms. The data is then used to ensure that Islamic

organizations of all stripes adhere to *Shari'ah* and achieve the socioeconomic objectives endorsed by Islam Hanziati, (2017).

In addition, there are some factors that affect this study on understanding the awareness of Islamic accounting among accounting students on conflicts Islamic Accounting compared to conventional accounting such as earning a profit, procedural consistency and many more. First, in earning profit factor, conventional accounting involves materiality, profit and wealth maximization regardless of the validity of the contract. It also does not take into account the halal and haram of something, while Islamic accounting, takes into account the optimal profit and the validity of the contract based on *Shari'ah* principles. As Muslims, we are not allowed to take profit from illegal sources because Islam is a religion that is not harsh and will not allow people to attain prohibited money. For the second factor which is procedural consistency, conventional accounting has been carried out based on the generally accepted accounting principle (GAAP). GAAP is referring to a common set of accounting rules, standards, and procedures issued by the Financial Accounting Standards Board (Fernando, 2023). While Islamic Accounting is focused on divine commandments presented by the Holy Quran, Hadith, and Islamic doctrine. Islamic accounting is a great tool rather than conventional, which enables Muslims to evaluate their accountabilities to Allah (SWT), the Almighty (Faridul Islam, 2018).

Moreover, in Malaysia, the Islamic financial industry was embarked upon with the establishment of the first Islamic bank, namely, Bank Islam Malaysia Berhad in 1983. An Islamic university, International Islamic University Malaysia (IIUM), was founded to assist this institution. The obvious goal of IIUM, among others, is to serve the Islamic banking sector's demand for human resources. Numerous new financial and educational institutions have emerged since then. However, colleges seldom ever teach or provide an Islamic accounting subject with a few exceptions, like IIUM. An optional course in Islamic accounting is being offered at Universiti Malaysia Sabah

(UMS). Given the growing importance and popularity of Islamic accounting courses at higher learning institutions, especially in Malaysia, this study sets out to examine the awareness of accounting students of the Islamic course.

From the study, is expected to open the eyes of students, institutions, academics, teachers and the community about how benefit on learning Islamic accounting and how it can help people in manage financing in the future. Furthermore, from this study the variable on awareness and understanding of Islamic accounting among accounting students, the findings are indicated that by having a knowledge of Islamic accounting, can strongly influence the level of awareness toward students on this subject. By having enough knowledge of Islamic accounting, it will lead to giving a better and clear understanding of the account and fewer in account mistakes. According to Engels (2019), individuals with a higher understanding about the topic are more likely to avoid fraud related losses and other unexpected activities because rich financial accounting knowledge enables to have a deeper understanding. So, to avoid any fraud and unexpected activities, it positively has influence with having aspiration and awareness in self to support people in learning Islamic accounting because the subject is not offered by many universities and just an elective subject to study.

1.2   PROBLEMS BACKGROUND

There are very few studies dealing with the awareness and understanding of Islamic accounting among accounting students and if there are any, they more revolve around Islamic banking and also Islamic finance. Only just a few people did research to studies on the awareness of Islamic Accounting among students such as in journal Kibiya (2022) and Hazianti (2017). Not many people see and consider this subject as an important topic, even with the knowledge of this subject they are able to help many people in making accounting finance in Islam. Besides, most of people are expecting that by being a Muslim, they might know all the Islamic knowledge without learning.

Islamic accounting courses are playing an important role to enhance the knowledge of accounting students and practitioners in the creation of accounting reports and financial statements of the Islamic institutions including Islamic banks, takaful, zakat and Ar-Rahnu. It also ensures some businesses to not harm any other business while making money and achieving a fair allocation. Hence, learning Islamic accounting give lots of benefit to many people but this going to be a problem because not all the university are offer fields in Islamic accounting as opposed to Accounting. Followed by Hazianti (2017), there are a few public universities that offer Islamic accounting as a course subject such as the International Islamic University of Malaysia (IIUM) and University Sains Islam Malaysia (USIM).

Moreover, there are some institutions that put Islamic accounting as an elective subject and not as a main where students can be chosen whether to take it or not. The list of Institutions that put the subject of Islamic accounting as an elective course is in Universiti Malaysia Kelantan (UMK), Universiti Malaysia Sabah (UMS), Kolej Islam Antarabangsa Sultan Ismail Petra (KIAS) and others. This situation causes students not to be exposed to the correct knowledge and will cause the method of calculating accounts not to follow Islamic religious law correctly like conventional. This lack of awareness and understanding of Islamic accounting can affect the country in general (Umar and Kurawa, 2021). In this situation, Malaysia needs to get support from the government to develop the Islamic institution, education, economics and other relevant.

Besides, a lack of understanding on the syllabus of Islamic accounting makes the students confused with the importance and implication of Islamic accounting of accounts to Islamic products. This makes the students' preferences for personal banking primarily determined by how seriously they take their religion. In other words, Muslim students generally and those who claimed to take their faith seriously thought more highly of Islamic money than of conventional. Additionally, Rahim (2016), studied how Islamic economics affected non-Muslims and discovered that these

students were receptive to its concepts, with one of the most popular themes being Islamic accounting and banking.

Overall, student knowledge of conventional and Islamic finance terms and concepts was surprisingly low. Therefore, Universiti Malaysia Kelantan (UMK) sides, need to emphasize the subject of Islamic accounting among students accounting knowledge. The education on this topic needs to be incorporated into the syllabus study. So that they can use the knowledge in the future. As following to Umar and Kurawa (2021), the lack of awareness and knowledge of Islamic accounting in the region has exacerbated, not to mention the country at large. This paper aims to investigate the level of awareness regarding Islamic accounting among UMK students so that they have some basic knowledge regarding Islamic accounting.

1.3   RESEARCH QUESTION

I.   What is the level of awareness of Islamic accounting among UMK accounting students?

II.   What is the level of understanding of Islamic accounting among UMK accounting students?

III.   What is the level of aspiration of Islamic accounting among UMK accounting students?

1.4   RESEARCH OBJECTIVE

I.   To analyse the awareness of Islamic accounting among accounting students.

II.   To examine the understanding of Islamic accounting among accounting students.

III.   To identify the aspiration of Islamic accounting among accounting students.

1.5   SCOPE OF STUDY

The scope of the study is to determine the degree of understanding between first-year students beginning to study Islamic accounting and final-year students. Although accounting students understand the concept of having a fundamental comprehension of Islamic accounting since they can identify Islamic accounting from conventional accounting, how far do they go through in their study of Islamic accounting Kibiya (2021). The study focused on 187 UMK accounting students aged 19 to 26 years old. This study is limited to accounting students only because this study will reveal to what extent accounting students have an impressive level of understanding and believe that Islamic accounting should be included in accounting courses. Each participant in this study will be required to answer a brief questionnaire to measure the scope of their knowledge, understanding and aspiration. This will give a clear explanation of how the outcome measurement will be explored if any other approach is beyond the scope of the research and may be a restriction of the study.

1.6   SIGNIFICANCE OF STUDY

This study will bring benefit to those who have a want to increase their knowledge about Islamic accounting. For example, the others who are interested in increasing their knowledge about Islamic accounting and most importantly, students of Islamic accounting themselves because not many researchers are doing research on Islamic accounting. Not only that, this study also can educate the public, particularly those who study Islamic accounting or want to know about the differences between standard accounting and Islamic accounting. As a result, the public sector and education may view Islamic accounting as an important subject for accounting students, also this research will benefit many business courses such as the business sector or Islamic financial institutions (Halim, 2017). Furthermore, the analysis offered in this paper will provide useful information for potential studies on Islamic accounting.

1.7   DEFINITION OF THE TERM

1.7.1   Awareness

Deep Islamic accounting knowledge gives a solid basis to give awareness in any education that relates to Islamic accounting. Regarding awareness, it is necessary not only for students studying Islamic accounting but also for the general public. It is because Islamic accounting is a Shari'ah-based alternative accounting system that deals with socioeconomic and *Shari'ah* compliance information for decision-making (Umar Kibiya, 2021). In the end, if everyone is aware of Islamic accounting, they will be more cautious in managing their accounting.

1.7.2   Understanding

Understanding is simply one part of a person's character that might impact their perspective toward Islamic accounting. Although universities have recognised the relevance of Islamic accounting for accounting students, they encounter various challenges in teaching it (AchmadZak, 2022). This is because they will undoubtedly value the process more and desire to reach high levels of success and manage their personalities in all situations.

1.7.3   Aspiration

Aspiration is essential for increasing one's interest in understanding Islamic banking. This is because aspiration pushes people to study hard and learn more about true Islamic banking. Furthermore, according to (Ghofur and Asiyah, 2019), Islamic accounting cannot be separated from the role of Islamic organisations in proposing their aspirations, to achieve the desired objectives, which are at the same time linked to Muslims' religious and accounting aspirations. As a result, in the field of accounting students, aspiration is crucial in assessing whether accounting students fully understand Islamic accounting.

1.8 ORGANISATION OF THE PROPOSAL

This study undertaken by researchers aims at evaluating accounting students' knowledge of Islamic accounting. In Chapter 1 we present the background of the study, and how we found the probability in the study to understand the awareness of Islamic accounting among accounting students. After that, an explanation of the problem faced, the research question, the research objective, the scope of the study, the significance of the study, the definition of the term, and the framework of the proposal. For chapter two, it explains about the literature review where the explanation is about its introduction, the basic theory related to Islamic accounting, past research if it is related to the current research, the hypothesis statement, conceptual framework and conclusion of the literature on awareness of Islamic accounting among accounting students. For chapter 3, it will explain the method used in the study of awareness of Islamic accounting among accounting students. The introduction included in this section shows in detail the methods used such as research design, data collection method used to collect data, the study population explains the total number of accounting students in UMK, the sample size of as many volunteers as are targeted from UMK accounting students, sample techniques used to explain on the purposive of sampling method, research instrument development, measurement of the variables, the procedure used for data analysis and summary for chapter three.

CHAPTER 2: LITERATURE REVIEW

2.1   INTRODUCTION

In this chapter there are 4 section which explained about introduction, previous study, conceptual framework of the variables and lastly summary or conclusion for the literature review.

2.1.1   History of Islamic Accounting in Malaysia

The definition of Islamic Accounting is a process of the data that shows the financial result and performance of operation for the whole and needs to ensure the data given is precise and accurate. It is as follows *Shari'ah* guidelines and free from any untruthful information Hanudin (2016). The definition also contains two principles of Islamic Accounting which are "follow Shari'ah guidelines" and avoid any misleading information. "Besides, Islamic Accounting had been deliberated by many Islamic jurists within the area of Islamic accounting. This definition includes key concepts from Islamic accounting, such as "comply with *Shari'ah*" and "free from any confusing info. In addition, numerous academics have written about Islamic accounting's guiding principles. Islamic accounting is based on four pillars, state Hanudin (2016). Principles such as Allah's (God's) ultimate ownership, the preference for community interests over individual interests, the value of trade and commerce, and the ban of *riba* (interest) are mentioned. Therefore, in order to assist students, understand more about Islamic accounting, it is crucial for an Islamic accounting course to teach and identify all principles.

2.1.2   Conventional Vs Islamic Accounting

By referring to Hazianti (2017) she states that the accounting process is which provides appropriate information to the stakeholders of an entity to ensure that entity is continuously operating within the Islamic *Shari'ah* boundary and delivering on its socioeconomic

objectives, regarding Islamic Accounting. Conversely, accounting today can be defined as the art of classifying, summarising, and recording a crucial problem with the terms of money, transaction and events. This, at least, accounting can be a financial figure and indicate the results (Garry et al. 2021). In contrast with the capitalist interpretation of traditional accounting, Islamic accounting is according to the notion of *Shari'ah*, which is founded on Islamic principles. In addition, as Hazianti (2017) points out, Islamic accounting allows for an evaluation of whether or not an organization is achieving its goals is based on the tenets of *Shari'ah* (Islamic law). The word "*Shari'ah* law" is mentions as the body of Islamic law that governs Muslims' interactions with God, other people, and the world at large.

On the other hand, the difference between Conventional Accounting and Islamic accounting can be referred to Faridul (2017), Conventional accounting derives from economic rationality, i.e. It is a human-made system, whereas Islamic accounting derives from Allah (SWT), the Almighty, and is designed to respect the rights of others and prevent misuse of another people's property. It is stated in the Al Qur'an, Surah Al Mayeda, verse 1 or elsewhere: "O believers! Eat not your wealth among yourselves in vain'' **.**

2.2   PREVIOUS STUDY

2.2.1   Awareness of Islamic Accounting

According to Kibiya (2021), he identifies students of accounting of their perceptions, awareness, and understanding of Islamic accounting. The research considered replies from 383 accounting pupils and some of the respondents had little understanding for the Islamic Accounting. Although the results demonstrated significant differences in knowledge across students in various study tenure, the study revealed small variations in male and female students' perceptions of Islamic accounting. Besides, he also investigated the level of

awareness of Islamic finance principles among financial institution personnel in Moscow, Russia. The study includes 310 of the respondents of financial institution employees to determine their knowledge of the primary Islamic finance principles. According to the study's findings, financial institution employees have a least level of awareness of Islamic financing. Nonetheless, the report indicated that there were very few Muslims in Moscow, and Islamic accounting and banking were unpopular in that state.

Recently most of the research evaluated students' perceptions and awareness of Islamic accounting and discovered that few students were aware of Islamic accounting Hazianti (2017). Furthermore, Rahim (2016) researched the effects of Islamic economics on non-Muslims and discovered that non-Muslim pupils are open to Islamic economic ideas, with Islamic accounting and finance drawing the most attention.

Besides, Talib et al. (2014) assessed the level of knowledge of the necessity for *Shari'ah*-based accounting among Malaysian accounting lecturers and academics. According to the findings of the survey, the majority of those who participated believed that *Shari'ahbased* accounting as an Islamic financial tool is required. This is complying with *Shari'ah* Advisory Council (SAC) criteria and existing Islamic Accounting Standards, including AAOIFI.

2.2.2   Knowledge of Islamic Accounting Among Students

By looking at the research from Azam et al. (2019), performed a study of 135 students at the Universiti Malaysia Sabah (UMS) and discovered that students' inclination to enrol in Islamic courses is influenced by their attitude, subjective norm, and the volume of Islamic accounting knowledge. As a result, by communicating the accurate information to every pupil (both Muslim and non-Muslim), a greater knowledge of *Shari'ah* audit as part

of *Shari'ah* compliance can be accomplished. This is critical because, once they finish college, this excellent generation of students will occupy *Shari'ah*-related positions at IFIs. It is beneficial for them to have additional *Shari'ah* information.

Hazianti (2017), assesses the level of understanding of *Shari'ah*-based accounting among Malaysian accounting professors, focusing on institutions that provide Islamic financial services. According to the data, all respondents agreed that *Shari'ah*-compliant accounting is required to account for Islamic financial instruments. This is in accordance with *Shari'ah* Advisory Council (SAC) regulations and rules in existing Islamic accounting standards such as AAOIFI.

Additionally, based on the Hazianti (2017), revealed that students still have less knowledge of the concepts of conventional and Islamic finance. A finance student with no or limited Arabic language skills in their third year or last year, but with a higher level of proficiency, appears to have a better knowledge of conventional finance. On the other hand, third- and fourth-year Muslim male students, who are proficient in Arabic with high academic performance are knowledgeable of Islamic finance as compared to first-year students.

2.2.3   Aspiration of Students in Learning Elective Course (Islamic Accounting)

According to the findings of a study, career aspiration is the primary aspiration and motive of the students, which influenced their decision to pursue a professional accounting education program. Moreover, the majority of students stated that their determination in pursuing professional accounting education was impacted by strong family support and expectations (Mas Ervina et al. 2015).

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Most colleges and universities in Ukraine provide courses that are usually separated into required and optional, and students study six courses at a time. Though linguistic faculties offer extra languages for study, there is no practice of students picking this or that course. We may argue the same thing regarding professors' choices, where students enrol in a course solely based on the feedback of other learners or instructors on this lecturer. As a result, the elective course concept is still in its early stages in our country. Naturally, when a mix of disciplines succeeds, both the student and the university profit (Inna and Larrysa, 2017).

In the research studies, they examine the importance of Islamic accounting to learn in the university. The study found that Islamic Accounting offered the elements both from pious teaching and basic skills. Generally, Islamic accounting explained the technique of recognizing, measuring and communicating of the economic information that adheres to the law of Islamic (*Shari'ah*) with the values of Islamic (Abdulla, et al., 2021). From that, the students will get an aspiration on taking Islamic accounting, especially for Muslim students. This is because Islamic accounting has correlation with Islam and we as a Muslim itself.

Even though the topics of the teaching materials are the same, the other research indicates that differences in teaching methods have an impact on inspiration and educational outcomes. Additionally, fundamental accounting learning outcomes are positively impacted by motivation for learning. Participants who feel their assignments are structured and enjoyable will be more motivated to learn, including mathematics (Achmad and Sony, 2015).

2.3   CONCEPTUAL FRAMEWORK

The conceptual framework represents the relationship between independent variables and dependent variables. But in this study, there are only variables. The variables of this study are awareness, understanding and aspiration.
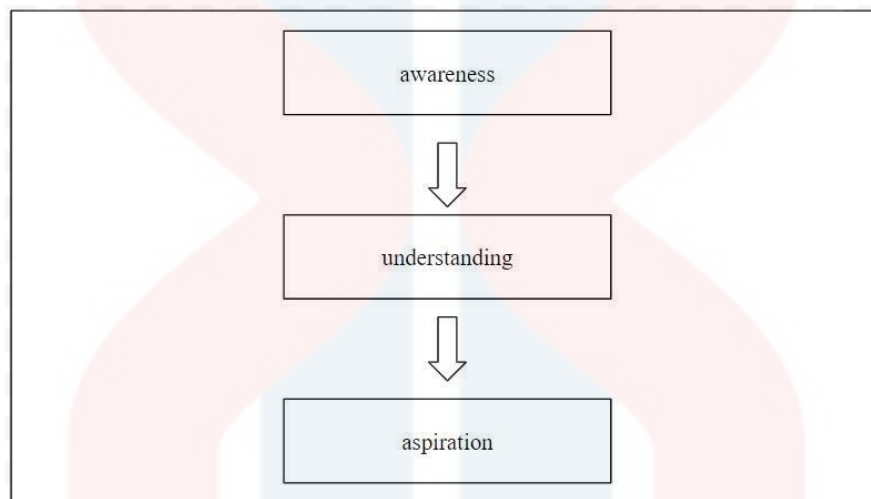

Figure 2.1 The Conceptual Framework of The Variables

Conclusions that can be taken from the conceptual framework, there are three. Which is awareness, understanding and aspiration. According to Kibiya (2021), he identifies there is a significant difference between male and female students regarding Islamic accounting. He also assessed students' perception and awareness of Islamic accounting and found that only a small number of them knew it. After that, research from (Azam et al., 2019). They conducted a study on university students and discovered that the attitude of students had an impact on their propensity to enrol in this course. The survey also found that students still lack knowledge about Arabic, but they have a good level of knowledge about conventional finance. Their choice enrol in a professional accounting school program is influenced by their job goals. The significance of studying Islamic accounting at universities was examined by (Larrysa and Inna 2017), both from academic instruction

and fundamental abilities. Interest in learning the fundamentals of Islamic accounting is influenced by the motivation to learn.

2.4   SUMMARY/CONCLUSION

In conclusion, this study is to provide on how accounting students view Islamic accounting. This study also demonstrates that accounting students have some knowledge about Islamic accounting, although not all of them show interest in Islamic accounting. Besides, this study sheds light on students' aspirations to learn the concept and their level of awareness and fundamental knowledge of Islamic accounting. By referring to this survey, accounting students have a high level of understanding and agree that Islamic accounting is a required course in the accounting curriculum. This issue has several ramifications for society and the field of education. It also provides students with the knowledge and skills that can be used in the future.

CHAPTER 3: RESEARCH METHODOLOGY

3.1   INTRODUCTION

The aim of this study is to examine the awareness and level of understanding for undergraduate students of Accounting in the field of Islamic Accounting. In this chapter will explains the research technique used to gather and analyse data for this research, which analyses the understanding and awareness of Islamic accounting subject among accounting students and the study population comprises of accounting undergraduates from UMK. Besides, from this research we also can identify the importance of Islamic Accounting in the Accounting field. This study was inspired by the previous study of Umar Kibiya (2021) and Hazianti (2017). In this chapter also will assess the factors that impact the understanding and awareness of Islamic accounting of UMK's accounting students. The variables will be properly specified and analysed. This chapter will describe the research design, data collection methods, study population, sample size, sampling methodologies, construction of research instruments, variable measurement, and data analysis processes.

3.2   RESEARCH DESIGN

This research used a quantitative approach which is correlational and descriptive design. There are two sections of this research and the first section contains demographic information of the participants, however the next part consists of the student's responses based understanding, awareness and aspirations of Islamic Accounting with Likert scale using 5 points.

3.3   DATA COLLECTION METHOD

The data in this study gained through a survey questionnaire administered from the accounting students at Universiti Malaysia Kelantan. The survey was conducted in 2023. This survey only applies for accounting students from first year to final year students. The estimated students are not

more than 187 total students who answer the questionnaire and the data collection was based on a self-administered survey. In other words, this questionnaire is totally from student without any bias.

3.4   STUDY POPULATION

The definition of population is a complete collection of items identified by the researcher's sampling criteria that are persons or objects with some common features (Westreich et al., 2019). The population is the subset of the overall target from which the sample is collected. It is larger than the ideal sample frame.

In this research, our primary emphasis is on students enrolled in Accounting courses at the City campus of Universiti Malaysia Kelantan. As Accounting is a relatively recent addition to the university's offerings, the student population in this field is comparatively smaller, totaling 216 students. The study includes students from the first semester through the sixth semester.

This number of populations are the targets that are defined as specific groups that are interested in doing the research. The reason why this study is focused on Universiti Malaysia Kelantan is because the study aims to determine the factors of awareness and understanding of Islamic accounting among accounting students.

3.5   SAMPLE SIZE

The sample size refers to the number of observations chosen from the overall population for analysis. It plays a significant role in determining the study's power, margin of error, and level of significance. The size of the sample is essential in quantitative analysis as it allows researchers to efficiently collect an adequate amount of data. In the case of accounting students at Universiti Malaysia Kelantan, the sample consists of 187 students.

3.6   SAMPLING TECHNIQUE

To complete our study, there are two sorts of sampling methods. Which is probability and non-probability. We used non-probability which is purposive sampling because the sample is collected among accounting students only. We will survey some questions about accounting students in Universiti Malaysia Kelantan. In this survey most of the students answered that question. This is important to test the sample that will be represented the targeted.

3.7   RESEARCH INSTRUMENT

A research instrument is a device that will be utilised to collect, measure, and evaluate data pertaining to the topic research. It is essential to determine the approach based on the sort of research topic. The data in this study was gained through a survey questionnaire from an accounting student at Universiti Malaysia Kelantan. This survey is only for accounting students. 187 total answer the questionnaire and agree with all the statements and data collected by the survey.

3.8   MEASUREMENT OF THE VARIABLE

These are the measurement levels connected with the variables. The questionnaires were separated into two parts. The first stage involves acquiring demographic information from

respondents. The second part gives statement preference responses on a five-point Likert scale based on respondents' awareness and expertise of Islamic accounting (Kibiya, 2021)

The first stage of measurement is gathering demographic information from respondents' demographics which are statistical statistics used by academics to examine the UMK accounting student. To mention a few, demographics include age, gender, education, nationality, ethnicity, and religion. For example, when we have information about persons of two genders, the person of the female gender might be classed as F, then the person of the male gender could be labelled as M. This categorization is assigned at the nominal level of measurement. Other than that, we also used the first year and last year as the second measurement variable.

The second stage uses a five-point Likert scale. A 5-point Likert scale is a quantitative response method in which respondents answer questions and express their overall level of agreement with the question in five points. The points on the 5-point Likert scale are as follows: (1) Strongly Disagree, (2) Moderately Disagree, (3) Neutral, (4) Moderately Agree, and (5) Strongly Agree.

3.9   PROCEDURE OF DATA ANALYSIS

The obtained data were manually checked for missing replies and respondents who are not accounting student for this section. This screening procedure was designed to guarantee that no data was missing. For data input, all completed surveys were coded using a number value. Statistical Package for the Social Sciences (SPSS) is a software programme used by academics across several fields to do quantitative analysis on large amounts of data. Descriptive evaluations, reliability and validity test are examples of information processing tools. Descriptive evaluation is used to detect personal data provided by respondents and to analyse qualities and discovering a significant relationship in the investigation variable.

3.9.1 Descriptive Analysis

Descriptive analysis is the process of identifying trends and correlations in current and historical data. It is frequently referred to as the most basic kind of data analysis since it highlights patterns and associations but does not go deeper. Descriptive statistics are typically numerical and graphical methods for summarising data and uncovering hidden information. Among the numerical techniques are measures of central tendency and measurements of variability. As a consequence, its aided responders in Questionnaire Section A, where demographic information will be asked. Descriptive statistics are classified into two categories, which are measures of central tendency and measures of variability (spread). Central tendency metrics include the mean, median, and mode, whereas variability measures include standard deviation, variance, minimum and maximum variables, kurtosis, and skewness. As a consequence, all data gathered from UMK Accounting students will be loaded into SPSS to allow descriptive analysis.

3.9.2 Reliability and Validity Test

When studies assess a concept that is constant throughout time, the results should be consistent as well so the extent to which this is true needs to be measured by test-retest reliability. This approach evaluates the dependability of the inside consistency of numerous components or scores that the expert must integrate in order to give an overview or synopsis score of the scales. That is why a reliability test will be undertaken in this study to guarantee that all participants find it simpler to complete the questionnaire and pick the alternatives to express their viewpoints. Coefficients are also used to assess the reliability of the measuring scale, and Cronbach's Alpha is used to check the coefficients' consistency. That is why, Cronbach's alpha is indicates on how consistent the respondents' assessments are.

4.2.1   Cronbach's Alpha

Besides, the preliminary analysis, synonymous with the reliability test, was carried out via a pilot test involving 30 Accounting students at Universiti Malaysia Kelantan. The primary objective of this pilot test was to gauge the reliability of the assessment instrument by determining both the Cronbach's Alpha coefficient and descriptive statistics. This reliability test served to ascertain whether respondents comprehended and accepted the instrument's content. The Cronbach's Alpha method was employed to assess data reliability, with a minimum required coefficient of 0.6 to ensure the validity of the questionnaire and prevent the correction or elimination of certain content variables.

Table 4.1 : Result of Reliability Cronbach's Alpha for The Variables

Variable	N of items	Cronbach's Alpha
Awareness	5	0.921
Knowledge	5	0.922
Aspiration	5	0.933

Based on the table 4.1, the Cronbach alpha value of the first variable which is awareness, is at an excellent level. The value of Cronbach's Alpha is exceedingly more than 0.8 with the number 0.921. Next, for the second variable which is understanding also showed excellent reliability with 5 items and value of Cronbach's Alpha with 0.922. It shows a high level of internal consistency with respect to the sample. The third variable from the table is aspiration. The value of Cronbach's Alpha was the highest level and excellent reliability with 5 items and Cronbach's Alpha result was 0.933. Finally, all the variable can be concluded in the high level and excellent reliability for this researcher.

4.2.2 Descriptive Analysis

In this section, this is a demographic profile of respondents. The sample consists of a total respondent is 30 accounting students in Universiti Malaysia Kelantan. This is part that relates to age, gender, race, religion, previous education, and how often you heard about Islamic Accounting. This number of respondents was summarized in the following tables.

Table 4.2 : Descriptive Statistic

Demographic	N of students	Frequency	%
Age	30	1.3367	0.49013
Years	30	1.9	0.662
Gender	30	1.7667	0.43018
Race	30	1.4667	0.86037
Religion	30	1.4667	1.39333
Previous Education	30	2.3000	1.399
How often do you hear about Islamic Accounting	30	2.6333	0.80072

A descriptive examination of perceived ease of use is presented in the following table. The responses provided by the respondent place the obtained mean value and the standard deviation for this variable somewhere between 3.7448 to 4.2302 and 0.67624 to 0.83636. The age of students is divided into three categories which for number one is 18 to 21 years old, 22 to 25 years old, and the last is 26 years old and above. Besides, years of students are four which there are two semesters in a year. Next for gender, there are two categories which are male and female. For race, we have Malay, Chinese, Indian, and other categories. The next demographic is religions which are Islam, Buddha, Hindu, Kristian, and others. Besides, previous education has four categories Matriculation, STPM, Foundation, and Diploma. Finally, the last demographic descriptive is in how often you heard about Islamic Accounting which number

one is never, second is sometimes followed by frequently and lastly is always. This demonstrates that the students in accounting who are participating in this research view awareness of Islamic accounting as a very beneficial and secure financial without considering the fundamentals used because the principles of Islamic Accounting are truths about handling big money in Islam.

4.3   Demographic Profile of Respondent

Consequently, the study targeted all accounting students in UMK however 187 responses were received out, and the data were collected and initially tested for frequency analysis.
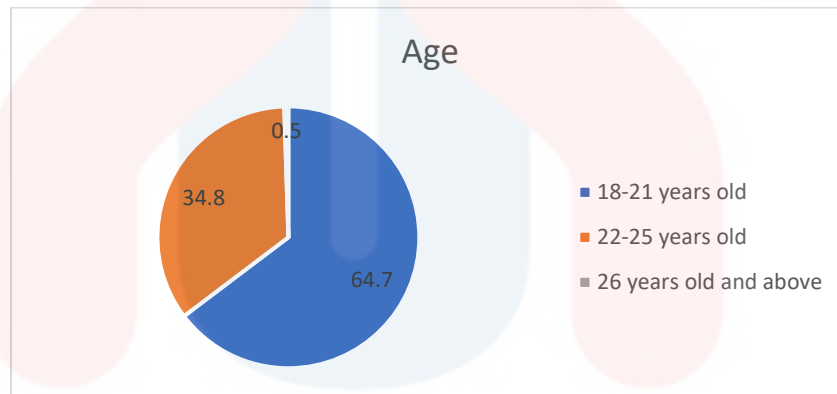
Figure 4.1: Percentage of Respondents' Age

In this pie chart we can see that most of the respondents are students aged 18 - 21 years with a percentage of 64.7% equal to 121 people. Then followed by students aged 22-25 years as many as 65 people with a percentage of 34.8% and 0.5% as many as 26 years old and above.
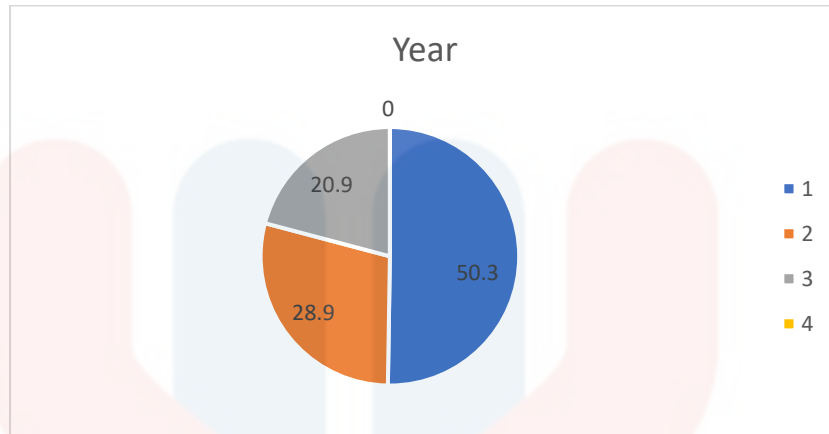
Figure 4.2: Percentage of Respondents' Year

For the year of classes in the course accounting programme at UMK is still new, so students for the fourth year are still not in the system, so there are first-year students which is only 94 students resulting in 50.3% of the respondents who answered the questionnaire, 54 second-year students totalling 28.9%, and 39 third-year students totalling 20.9%.
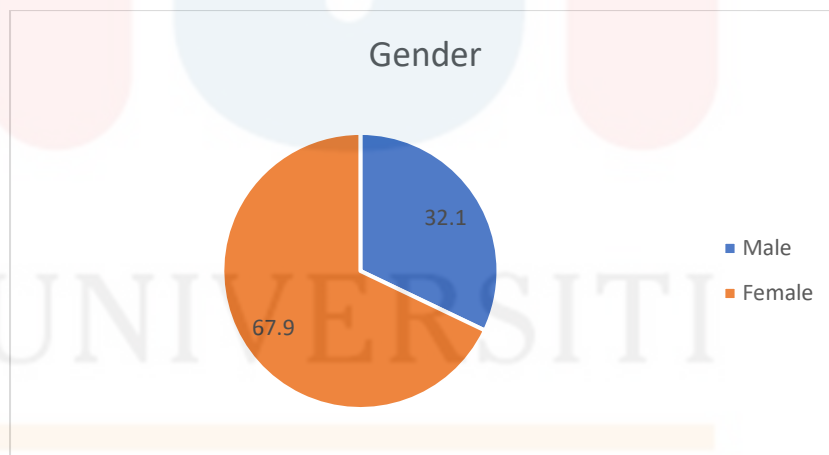
Figure 4.3: Percentage of Respondents' Gender

Our respondents consisted of more female students by 127 which is 67.9% of people compared to 60 males equal to 32.1%. However, at UMK, the majority are indeed female students.
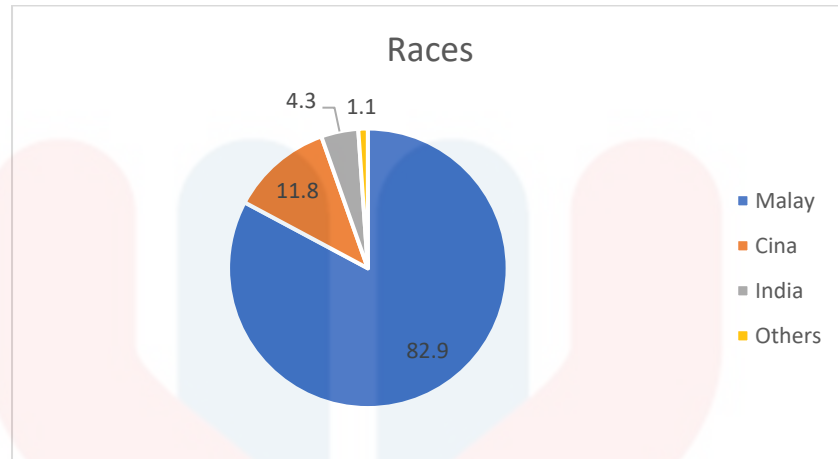
Figure 4.4: Percentage of Respondents' Races

Our respondents are made up of various races, the highest being Malay with 155 students equal to 82.9%, followed by Chinese who are the second highest with 22 students equal to 11.8%. The third is the Indian race with a total of 8 students with a percentage of 4.3% and the last one is others with a total of 2 students who produce a percentage of 1.1%.
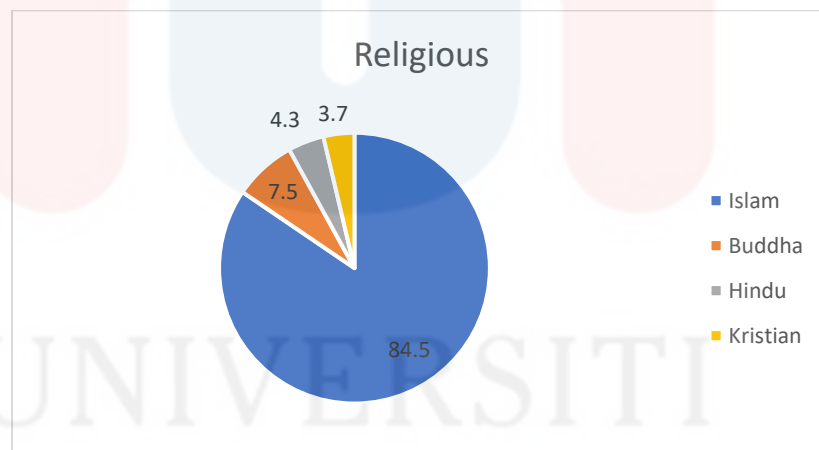
Figure 4.5: Percentage of Respondents' Religious

In terms of religion, UMK has a diverse population, with Muslims representing 158 students, recording for the highest percentage of 84.5%, followed by Buddhists with 14 students, accounted for 7.5%, Hindus with 8 students, and Christians with 7 students, resulting in for 4.3% and 3.7%, respectively.

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Previous Education
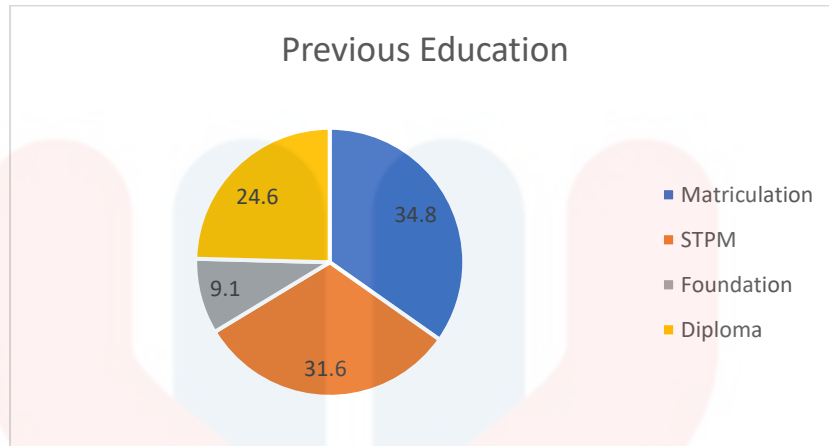
Figure 4.6: Percentage of Respondents' Previous Education

Our respondents' backgrounds previous to continuing their studies at UMK range from students who studied in matriculation with as much as 65 students, that is a rate of 34.8%, and those who continue their studies at STPM as high as 59 students, which is similar to 31.6%. Then there were 46 students from diplomacy, resulting in 24.6%, and 17 students from Asasi, representing for 9.1%.

How often you heard about Islamic Accounting
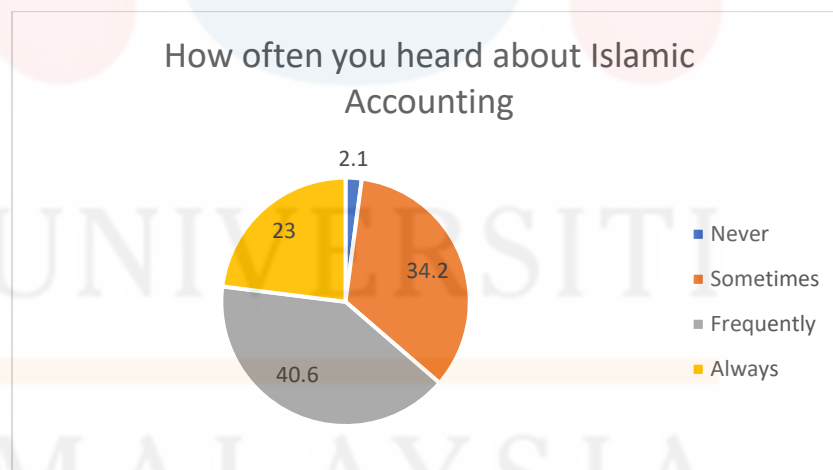
Figure 4.7: Percentage of The Respondents Heard About Islamic Accounting

The question to how often they have heard about Islamic accounting is to determine whether our respondents are exposed to the issues and questions that we will be discussing in the questionnaire, and we discovered that almost all respondents have heard or discussed Islamic Accounting because we discovered that a total of 43 students, along with 23%, have

always heard about Islamic Accounting. Furthermore, 76 students answered frequently, which is comparable to 40.6%, the highest proportion. Following that, 64 participants replied sometimes, resulting in 34.2% of the total, while 4 students answered never, accounted for 2.1% of the total.

4.3.2   Respondents demographic profile in table

Table 4.3 Respondents Demographic

RESPONDENT PROFILE	FREQUENCY	(%)
Age		
18-21 years old	121	64.7
22-25 years old	65	34.8
26 years old and above	1	0.5
Total	187	100
Year		
1	94	50.3
2	54	28.9
3	39	20.9
4	0	0
Total	187	100.1
Gender		
Male	60	32.1
Female	127	67.9
Total	187	100
Races		
Malay	155	82.9
Cina	22	11.8
India	8	4.3
Others	2	1.1
Total	187	100.1
Religion		
Islam	158	84.5
Buddha	14	7.5
Hindu	8	4.3
Kristian	7	3.7
Total	187	100
Previous Education		
Matriculation	65	34.8
STPM	59	31.6
Foundation	17	9.1
Diploma	46	24.6
Total	187	100.1
How often you heard about Islamic Accounting		
Never	4	2.1
Sometimes	64	34.2
Frequently	76	40.6
Always	43	23
Total	187	99.9

Table 4.3.2.1 represents the overall demographic profile analysis and includes respondents' demographic data in terms of age, year, gender, race, religion, prior education, and how frequently they heard about Islamic accounting. Analysis of the age bracket of the respondents indicated that the majority of them were between the age range of 18 to 21 years old. and it was found that many students at UMK who take cost accounting have been exposed to Islamic Accounting in detail or in general. But there are also a few of them who are less sensitive or less knowledgeable about Islamic Accounting. This may happen because of their exposure to Islamic Accounting from previous education related to accounting costs. In terms of gender as a whole, it is easier for female students to cooperate in the successful collection of this data because twice as many female students answered this questionnaire as compared to male students. For the year, 1st year students cooperated a lot in the successful collection of this data because the recruitment of 1st year students can be counted quite a lot in this year's recruitment.

4.4   DESCRIPTIVE ANALYSIS

In this research, there were three variables. The researcher analysed the mean and standard deviation for each variable.

Table 4.4 The Overall Mean Score for The Variables

Statements	Mean	Std. Deviation
Understanding of Islamic accounting among accounting students		

1. Islamic accounting conceptual framework is similar to conventional accounting but with a different focus and socio-economic motive and also variance of concepts in Islamic teaching.	4.16	.846
2. Islamic accounting should be introduced as a compulsory subject in accounting program.	4.22	.838
3. Islamic accounting can harmonize with Islamic society by following the Shari'ah Islamiah.	4.28	.796
4. Islamic accounting represents the faithful offer in economic transactions to the business entity.	4.27	.799
5. Islamic accounting are based on Islamic principles which are different from conventional institution which have no religious concerns.	4.21	.883

Awareness of Islamic accounting among accounting students

1. Islamic accounting is the process of identifying, measuring and communicating economic and other relevant information, similar to conventional accounting.	4.32	.812
2. Islamic accounting is an alternative accounting system that is based on the Shari'ah which deals with socio economic and Shari'ah compliance information.	4.28	.836

3.The preparation of Islamic accounting need to be referred to the Accounting and Auditing Organization for Islamic Financial Institutions (AAOIFI) standard.	4.19	.881
4.The key features of Islamic Accounting are the prohibition of interest (*Riba*), uncertainty (*Gharar*), and gambling (*Maysir*).	4.25	.846
5. Islamic accounting standards need to be complied with to enable Islamic banks and other international financial institutions (IFIs) perform their roles effectively.	4.28	.774
Aspiration of Islamic accounting among accounting students		
1. If Islamic accounting is offered as elective subject I am willing to learn about this subject.	4.33	.871
2. Islamic accounting should be introduced as a compulsory subject in accounting program.	4.17	.929
3. Accountants should be expose with Islamic accounting knowledge.	4.29	.863
4. Islamic accounting syllabus should be included in the accounting program.	4.28	.885
5. Islamic accounting knowledge is important for accountant to prepare the financial statement of Islamic bank and international financial institutions (IFIs).	4.33	.878

Table 4.4 displays the study's descriptive data, which suggest that accounting students from Universities Malaysia Kelantan have a good comprehension and awareness of Islamic accounting.

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The mean value for the first dimension, awareness of Islamic accounting among accounting students, varies between 4.19 and 4.32, with a standard deviation of 0.881-0.774. This implies a high level of awareness of Islamic accounting among accounting students, with a significant difference regardless of age, year, gender, race, religion, previous education, or how frequently you heard about Islamic accounting.

The second dimension, which includes respondents' awareness of Islamic accounting among accounting students, has a minimum value of 4.19 and a maximum value of 4.32, with standard deviations of 0.881 and 0.774, respectively. This suggests that respondents were generally familiar with Islamic accounting ideas.

Finally, the goal for Islamic accounting among accounting students' systems had a minimum mean value of 4.17 and a maximum mean value of 4.33, with standard deviations of 0.929 and 0.871, respectively. This suggests that most respondents are committed to learning Islamic accounting. Furthermore, the standard deviation indicates no insignificant difference in respondents' dedication to studying Islamic accounting.

4.5   VALIDITY AND RELIABILITY TEST

4.5.1   Validity and Reliability test for The Variables

Table 4.5 Validity and Reliability Test

Variable	Cronbach's Alpha	Number of Items
The level of Understanding of Islamic Accounting among accounting students in UMK	0.900	5
The level Awareness of Islamic Accounting among Accounting students in UMK	0.918	5
The level of Aspiration of Islamic Accounting among accounting students in UMK	0.927	5

Table above shows that the result by using Cronbach's Alpha for all variables exceeds 0.6. It indicates that the level of aspiration of Islamic accounting among Accounting students in UMK got the highest result with 0.927 followed by the level of understanding and with 0.918 and lastly the level of awareness with 0.900. Thus, all variables considered reliable because all the values are above 0.6.

4.5.2 The Level of Understanding of Islamic Accounting Among Accounting Students in UMK

Table 4.6 Level of Understanding of Islamic Accounting Among Accounting Students

	Cronbach's Alpha	Number of Item	Reliability
Islamic accounting conceptual framework is similar to conventional accounting but with a different focus and socio-economic motive and also variance of concepts in Islamic teaching.	0.952	1	Excellent
Islamic accounting hold significant part of Islamic values such as honesty, fairness, and truth in dealing with others.	0.953	2	Excellent
Islamic accounting can harmonize with Islamic society by following the Shari'ah Islami'ah.	0.952	3	Excellent
Islamic accounting represents the faithful offer in economic transactions to the business entity.	0.953	4	Excellent
Islamic accounting are based on Islamic principles which are different from conventional institutions which have no religious concerns.	0.952	5	Excellent

Based on the reliability test shown in table above, the researcher found out that the result for Cronbach's Alpha for this variable is that the level of awareness of Islamic

Accounting among accounting students in UMK is above 0.9 and below 1.0 which means the test for all questions is excellent and reliable. The rules of Thumb Cronbach's Alpha coefficient range indicate that the consistency and stability of 0.952-0.953 represent internal solid consistency.

4.5.3 The Level of Awareness of Islamic Accounting Among Accounting Students in UMK

Table 4.7 Level of Awareness of Islamic Accounting Among Accounting Students

	Cronbach's Alpha	Number of Item	Reliability
Islamic accounting is the process of identifying, measuring and communicating economic and other relevant information, similar to conventional accounting.	0.952	1	Excellent
Islamic accounting is an alternative accounting system that is based on the Shari'ah which deals with socio economic and Shari'ah compliance information.	0.951	2	Excellent
The preparation of Islamic accounting needs to be referred to the Accounting and Auditing Organization for Islamic Financial Institutions (AAOIFI) standard.	0.952	3	Excellent
The key features of Islamic Accounting are the prohibition of interest (*Riba*), uncertainty (*Gharar*), and gambling (*Maysir*).	0.951	4	Excellent
Islamic accounting standards need to be complied with to enable Islamic banks and other international financial institutions (IFIs) perform their roles effectively.	0.952	5	Excellent

Based on the table, a reliability test of the level of knowledge of Islamic accounting among Accounting students in UMK indicates that the value of Cronbach's Alpha exceeded

0.6. By refer to the table the result for question Islamic accounting is the process of identifying, measuring and communicating economic and other relevant information, similar to conventional accounting, the preparation of Islamic accounting needs to be referred to the Accounting and Auditing Organization for Islamic Financial Institutions (AAOIFI) standard and Islamic accounting standards need to be complied with to enable Islamic banks and other international financial institutions (IFIs) perform their roles effectively are share the same value which are 0.952. For the other two question which are Islamic accounting is another accounting structure that is based on the Shari'ah which deals with socio economic and Shari'ah compliance information, and the key features of Islamic Accounting are the prohibition of interest (*Riba*), uncertainty (*Gharar*), and gambling (*Maysir*) is 0.951. That means, for the question, the level of understanding for the students who currently taken accounting subject is considered good and reliable because all the values surpass 0.6.

4.5.4   The Level of Aspiration of Islamic Accounting Among Accounting Students in UMK

Table 4.8 Level of Aspiration of Islamic Accounting Among Accounting Students

	Cronbach's Alpha	Number of Item	Reliability
If Islamic accounting is offered as an elective subject, I am willing to learn about this subject.	0.954	1	Excellent
Islamic accounting should be introduced as a compulsory subject in accounting programs.	0.952	2	Excellent
Accountants should be exposed with Islamic accounting knowledge.	0.951	3	Excellent

Islamic accounting syllabus should be included in the accounting program.	0.952	4	Excellent
Islamic accounting knowledge is important for an accountant to prepare the financial statement of Islamic bank and international financial institutions (IFIs).	0.951	5	Excellent

The highest value for the question in the level of aspiration of Islamic accounting among accounting students in UMK is 0.954 with the question of "If Islamic accounting is offered as an elective subject, I am willing to learn about this subject". The lowest Cronbach's Alpha value for the question in this variable is 0.951 with the question "accountants should be expose with Islamic accounting knowledge" and "Islamic accounting knowledge is important for accountant to prepare the financial statement of Islamic banks and international financial institutions (IFIs)". Therefore, all values are above 0.6 means that those values are considered excellent and reliable.

4.6   NORMALITY TEST

Table 4.9 Normality Test for All Variables

Variable	Skewness	Kurtosis	Result
Level of awareness of Islamic accounting among UMK's accounting students.	-1 193	1.254	Normally Distribute
The level of understanding of Islamic accounting among UMK accounting students.	-1.098	0.625	Normally Distribute
The level of aspiration of Islamic accounting among UMK's accounting students.	-1.249	0.911	Normally Distribute

There are two commonly used test of normality, which are the Kolmogorov-Smirnov test and the Shapiro-Wilk test are mostly used methods to test the normality of the data. The Shapiro-Wilk test is suitable used for small size (<50 samples, however it also can be used in larger sample). For Kolmogorov-Smirnov test is used for n ≥50. Null hypothesis states that the data are taken from normal distributed population for both of the test. Null hypothesis accepted and the date will be called as normally distributed when P > 0.05. Skewness is to measure of symmetry while Kurtosis is to measure the peakedness of a distribution (Prabhaker, 2019).

To ascertain if sample data was taken from a regularly distributed population, normality test is utilized. The researcher used the Kolmogorov-Smirnova data normality test due to N>50. The total of respondent is 187 (N=187). The result indicates that significant values of 0.000 are found for all variables table of normality tests. The data is shows 0.000 is less than 0.05.

Since that, the researcher used the nonparametric skewness and kurtosis normality test. This normality test was applied to all variables for this research paper. The researchers identify that the data had a regular distribution by measuring skewness and kurtosis value for each item.

4.7 OBJECTIVE

In this objective, we use the Independent Sample P-value. Determines if there is statistical support for the hypothesis that the linked population means are significantly different by comparing the means of two independent groups.

4.7.1 Awareness and Knowledge of Islamic Accounting by Gender

Table 4.10 Awareness and Knowledge of Islamic Accounting by Gender

Items	Gender	Mean	S. D	P-Value
Awareness of Islamic Accounting	Male	4.17	0.76	
	Female	4.25	0.67	0.433
Understanding of Islamic Accounting among Students	Male	4.24	0.74	
	Female	4.27	9.70	0.787
Aspiration of students in learning Elective Course (Islamic Accounting)	Male	4.17	0.81	
	Female	4.33	0.76	0.189

Table 4.7.1 shows the descriptive result in aspect of awareness and knowledge of Islamic accounting based on the gender of respondents. For the three dimension which are awareness of Islamic accounting, understanding of Islamic accounting among students and Aspiration of students in learning elective course (Islamic Accounting), the mean score ranges between 4.17 and 4.27 with a respective SD of 0.67 and 0.81. This table show insignificant result means that there is no different between male and female.

4.7.2 Awareness and Knowledge of Islamic Accounting by Age

Table 4.11: Awareness and Knowledge of Islamic accounting by Age

Items	Age	Mean	SD	P-value
Awareness of Islamic Accounting	18-21	4.22	0.70	
	22-25	4.29	0.55	
	26 above	4.00	-	0.603
Understanding of Islamic Accounting among students	18-21	4.25	0.77	
	22-25	4.29	0.62	
	26 above	3.60	-	0.734
Aspiration of students in learning Elective Course (Islamic Accounting)	18-21	4.29	0.78	
	22-25	4.26	0.77	
	26 above	3.60	-	0.816

Table 4.7.2 shows the descriptive result in aspect of awareness and knowledge of Islamic accounting based on the age of respondents. For the three dimensions as state, the mean score ranges between 3.60 and 4.29 with a respective SD of 0.55 and 0.78. For the age of 26 years and above is not detect because there are no significant the SD among them. Also, the P-value results shows not statistically significant different between the mean value of the respondents irrespective of their age. 18-21 years old recorded the highest p-value because most of them are coming from a diploma related to accounting. This table show insignificant result means that there is no different between ages 18-21 years old, 22-25 years old and 26 above.

4.7.3 Awareness and Knowledge of Islamic Accounting by Educational

Table 4.12: Awareness and Knowledge of Islamic Accounting by Educational

Items	Education	Mean	SD	P-value
Awareness of Islamic Accounting	Matriculation	4.29	0.77	
	STPM	4.01	0.68	
	Foundation	4.43	0.63	
	Diploma	4.33	0.59	0.590

Understanding of Islamic Accounting among Students	Matriculation	4.30	0.76	
	STPM	4.11	0.73	
	Foundation	4.41	0.64	
	Diploma	4.33	0.64	0.695
Aspiration of students in learning Elective Course (Islamic Accounting)	Matriculation	4.28	0.83	
	STPM	4.16	0.70	
	Foundation	4.47	0.78	
	Diploma	4.34	0.78	0.586

Table 4.7.3 shows the descriptive result in respect of the awareness and knowledge of Islamic accounting based on the education of the respondents. For the three of dimensions, the mean score ranges between 4.01 and 4.47 with a respective SD of 0.59 and 0.83, implying a significant difference in the mean value among them. The fourth dimension recorded the highest p-value because most of diploma students have taken the field of accounting and studied this subject compared to other level students. This table show insignificant result means that there is no different between Matriculation, STPM, Foundation and Diploma.

4.8   CONCLUSION

The conclusion of this chapter, we are running the SPSS software to obtain all the data analysis that we study. The collected data that we used are descriptive analysis, validity and reliability test, normality test and independent sample P-valuet. The result for descriptive analysis for overall mean score is ranges between 4.19 to 4.33 for all three variables which are understanding, knowledge and aspirations. While for standard deviation, the range is between 0.774-0.929 for all three variables. In this research we only have variables to identify the understanding and awareness of Islamic accounting among accounting students at Universiti Malaysia Kelantan.

CHAPTER 5: DISCUSSION AND CONCLUSION

5.1   INTRODUCTION

The study findings are further analysed in chapter five, the results and consequences are examined, and recommendations are made. This chapter completely explains the descriptive and observation analysis from the previous chapter. To support the study's aims and assumptions, explanations and elaborations of the researchers' findings are offered. The difficulties that the researchers encountered while performing their study will also be explored. After delving into further detail, the researchers will summarise their findings.

5.2   KEY FINDINGS

In conclusion to the study, the overall goal of performing the research is to determine the understanding and awareness on Islamic accounting among the accounting students in UMK. The data was gathered by presenting a questionnaire to 216 accounting students in UMK and 187 of the students taking their participants to answer. The questionnaire was created using Google Forms and the data were handled using IBM SPSS Statistics version 27. From the data, with a weighted average mean of 4.2289 in regard to the first variable out of five items we could see that the majority of respondents had some degree of awareness and fundamental knowledge about Islamic accounting and financial concepts, according to Halim (2012). The second variable, knowledge, has an average weighted mean of 4.2642, indicating that students are aware of Islamic accounting and its system based on Islamic Shari'ah. Furthermore, the third dependent variable has the greatest average weighted mean of all dependent variables, that is 4.2791. A good deal of UMK students in accounting are inspired and agree that Islamic accounting expertise is required for accountants to create financial accounts for Islamic banks and international financial institutions (IFIs).

According to the data from chapter four, we found that the Independent Sample P-value such as gender, age and education has no significant relationship with the variable on level of the awareness and understanding of Islamic accounting among accounting students at UMK. Considering the significant value of P less than 0.05 (p = 0.05), only two characters were discovered to be have the lower value in each item which is gender and education where both show p-values of 0.189 and 0.586. We discovered that the variables such as understanding, awareness, and aspiration can impact the understanding and awareness of Islamic accounting among accounting students at UMK.

5.3   DISCUSSION

5.3.1   Awareness of Islamic Accounting by gender, age, and qualification.

According to the previous analysis, the level of awareness of Islamic accounting clearly shows encouraging results from the respondents. With the average weighted mean of 4.27 in relation to first dimension. Majority of the finance principles have some level about awareness of Islamic accounting. This result supports the work of Halim (2017) and Allen et al. (2021). However, the finding is inconsistent with that of Hidayat et al. (2020). Also, it contradicts the earlier work of Umar and Kurawa (2021), who earlier explored the reason of awareness of Islamic accounting. The finding is inconsistent with Hidayat et al. (2020) because the level of awareness of the Islamic Accounting is low.

Awareness of Islamic accounting shows an encouraging level from the respondent. The average value clearly shows that students' awareness of Islamic accounting is very high. They realize the importance of the subject Islamic accounting can help them to improve their knowledge about accounting fields and at the same time be able to distinguish between Islamic accounting and conventional accounting. They also agreed to make this course mandatory in the curriculum. However, there are also those students who are less interested in the subject of

Islamic accounting because they have less knowledge about this subject and cause them not to be interested in exploring this subject more deeply and their awareness of Islamic accounting also low.

5.3.2 Understanding of Islamic Accounting among students by gender, age, and qualification.

Furthermore, the second dimension evaluate the respondents of understanding of Islamic accounting among students, where further analysis revealed the average weight mean of 4.29, signifying that majority of them can compare between the two concepts. Majority of the student understood that Islamic accounting is based on *Shari'ah* Principles, which promote profit and risk sharing contrary to conventional accounting, which is not *Shari'ah*-compliant and promotes interest bearing. This clearly indicates that the students have a basic knowledge of Islamic accounting, since they can contrast it from conventional accounting (Halim, 2017). According to work of Hidayat et al (2020), although, the study was conducted in a *Shari'ah* unfriendly environment. Consistent with Umar et al. (2021), the study eventually concluded that economic dependency on develop Western nations and international agencies is the major factor undermining the awareness and understanding of Islamic accounting.

The average value clearly shows that the understanding of Islamic accounting among student is at an encouraging level. Many of the students at University Malaysia Kelantan (UMK) understand the concept of Islamic accounting. Students understand that Islamic accounting is based on Islamic principles and rules that promote profit and loss sharing. They also understand that Islamic accounting is different from conventional accounting is different from conventional accounting that does not comply with *Shari'ah* and encourages profit. After that, they also can understand that Islamic accounting can harmonize

with Islamic society by following the *Shari'ah* Islamiah. The value is reasonable because most of the students understand the concept of Islamic accounting.

5.3.3 Aspiration of students in learning Elective Course (Islamic Accounting) by gender, age, and qualification.

The last questionnaire, which is third dimension concerns more of the Aspiration of students in learning Elective Course (Islamic Accounting). This is a important step in determining the students' level of dedication, which is essential to gauging their understanding of Islamic accounting. The result of the average weight mean is 4.25. This result is not surprising, as it indicates a high aspiration by them towards learning Islamic accounting. According to Amin (2009) and Umar (2021). Most of them concurred that subject Islamic accounting should become required. Therefore, the study can contend that raising awareness could enhance students' exposure to Islamic accounting and subsequently raise their expectations for it.

The aspiration of students in the field of Islamic accounting are also at good value. When students understand the advantages and importance of this, this can give more aspiration and more interested in exploring Islamic accounting further. They also agreed to introduce this subject as a compulsory course. Islamic accounting knowledge is important for accountant to prepare the financial statement of Islamic bank and international financial institutions (IFIs). When working in the accounting field this knowledge is important to give them the aspiration to work.

Further analysis compares the mean value of the respondents due to their differences in characteristics- gender, age, and qualification. Their gender and age revealed statistically insignificant results. This means that irrespective of gender and age, they do not

differ significantly in their awareness and knowledge of the concept of Islamic accounting, which also helps them to contrast it from conventional accounting (Allan et al., 2021). Interestingly, educational qualification shows that the respondents differ significantly in their ability to contrast Islamic accounting and conventional accounting. However, educational qualifications show significant differences among respondents in their ability to distinguish between Islamic accounting and conventional accounting. This is likely normal given the level of knowledge and the postgraduate experience of mostly university lecturers and experienced workers, different from undergraduate students. Hence, this study argues that post-graduate students like Master and PhD could have more awareness and knowledge of Islamic accounting to motivate this study (Allan et al., 2021).

5.4   IMPLICATION OF THE STUDY

Islamic accounting courses play a vital role in enhancing the knowledge of accounting students and should be considered as core subjects for them. This is because it can broaden their understanding from an Islamic accounting perspective, allowing them to differentiate between Islamic and conventional accounting, which differ significantly.

According to data collected from a survey conducted via Google Forms platform, the majority of respondents are familiar with Islamic accounting. They have adequate understanding and awareness as they can differentiate between Islamic accounting and Conventional accounting. Furthermore, respondents strongly agree that Islamic accounting is based on Islamic principles, distinguishing it from conventional institutions that lack religious considerations. Integrating Islamic accounting into higher-level accounting courses can raise awareness, understanding, and appreciation for this field.

Additionally, more than 54% of respondents strongly agree that they are willing to learn Islamic accounting, even if offered as an elective subject. This indicates students' eagerness to study and

explore deeper into this subject, particularly among Muslim students. Islamic accounting offers valuable insights as an alternative system based on Shari'ah principles, addressing socio-economic and Shari'ah-compliant information, with key features such as the prohibition of *riba, gharar,* and *maysir.* Its distinctive features make Islamic accounting the preferred choice for Muslims rather than conventional accounting.

Furthermore, knowledge of Islamic accounting is essential for accountants preparing financial statements for International Financial Institutions (IFIs) and Islamic bank. Several Muslim companies adopt Islamic accounting in response to numerous scandals and fraud in conventional accounting practices. Learning Islamic accounting becomes imperative to provide solutions for financial and business activities that align with Shari'ah objectives and the social benefits outlined in Islamic goals. Additionally, a solid understanding of Islamic accounting is crucial for accountants in preparing the Islamic bank's financial statement and IFIs. To avoid scandals and fraud in conventional accounting practices, the majority of Muslim companies prefer to go for Islamic accounting. Therefore, acquiring proficiency in Islamic accounting is essential for addressing challenges in financial and business activities, ultimately aligning with the objectives of Shari'ah and the social benefit goals of Islam.

5.5   LIMITATION OF THE STUDY

Several limitations were encountered during the execution of this study that affected the interpretation of research findings. Firstly, the researcher faced challenges in engaging accounting students at UMK to respond to the questionnaire. Some students refused to participate, citing a lack of perceived benefits from completing the questionnaire. However, it is essential for them to understand adequate knowledge and comprehension regarding Islamic accounting, as well as the significant distinctions between non-*Shari'ah* and Islamic accounting.

Secondly, the researchers encountered difficulties related to time limits and networking issues. Initially, the questionnaire was distributed on various social media platforms such as WhatsApp, Instagram, and Twitter. However, after two weeks, the number of respondents it remained stagnant. Respondents expressed concerns about time constraints and encountered difficulties accessing the questionnaire due to internet problems. In response, researchers attempted to meet respondents in person, influence them to answer the questions directly during these encounters.

Lastly, the limitation of this study is the limitation of respondents. The questionnaire was intended for accounting students at UMK exclusively, as the focus of this research paper centred around that particular group. Since accounting courses are new at UMK and among the minority group within UMK's population. As a result, the time taken reach the target respondents are longer than expected.

5.6 RECOMMENDATION/ SUGGESTION FOR FUTURE RESEARCH

In this research, there are still a few issues that need to be resolved. As a result, the researcher has a few recommendations that could be useful to those who intend to study or wish to study related subjects. Before conducting the research, the target responder population has to be well defined. If the researcher prepared it well, it would avoid the problems of not having enough respondents and following the research and the study result will be more accurate. The amount of student data can be from lectures also admin in the office. However, if there are problems with respondents it will compromise the overall accuracy and dependability of the research findings. In addition, the respondent must process sufficient knowledge about the chosen issue. Because of this, the researcher will regard the opinions of the respondents with basic knowledge will being of higher value to the researcher than those of respondents with no basic knowledge. By that, the result of this study will be more trustworthy.

Additionally, the way we frame questions in our questionnaire plays a crucial role in capturing meaningful insights from the people we're reaching out to. For genuine and straightforward responses, our questions must be crystal clear and easy to grasp. We've taken steps to standardize our questions, making sure they're unambiguous, allowing respondents to share their thoughts sincerely, and ensuring the highest accuracy in the collected data. Making this happen involves organizing the questions in a way that's clear and simple for those responding. Striking the right balance is key – questions shouldn't be too complicated, risking confusion and inaccurate responses, but at the same time, they shouldn't be overly simplistic, causing frustration. It's all about finding that sweet spot – concise, explicit questions that bring us closer to addressing the issues at hand.

Furthermore, for any further research on this subject, the research study's sample size is important. For the time being, the number of respondents is very few, which is less than 300. As a result, the researcher simply included every student in accounting as a responder. If the number of students is 300 and above, the sample is a way to use. The more people in the sample, the more likely it is that significant differences between variables will be found. The sample mean is more likely to match the population mean overall, which explains the reasoning. In other words, the researchers can say that the results are closer to what happened. Besides, the number of research goals must be proportional to the size sample. Various research methods besides questionnaires may be various research methods besides questionnaires that may be used to accomplish this. Some suggested methods are interviews, street access, and home visits.

5.7   OVERALL CONCLUSION OF THE STUDY

The purpose of this research study is to determine the comparative study on awareness, knowledge, and aspiration toward Islamic accounting among accounting students of Universiti Malaysia Kelantan. There are numerous tests that were run on this research data to examine. The data analysis shows the topic of this research is significantly positive and the distribution of data is normal.

In the findings, according to the statistical result obtained all variables are excellently reliable. Moreover, the means score for each student in Islamic Accounting knowledge is quite high in every statement variable. Besides, the data analysis shows that Accounting students have an intention to expose themselves to Islamic accounting and are willing to learn this subject if Universiti Malaysia Kelantan adds it as a main topic and not as an elective. Furthermore, exposure to Islamic accounting fosters a broader cultural understanding. Accounting students who delve into Islamic financial practices gain insights into diverse cultural and religious perspectives, enabling them to engage more effectively in a multicultural business environment. This cultural sensitivity is an invaluable asset in a world where collaboration across borders is increasingly common.

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APPENDIX 1.0 (DRAFT OF QUESTIONNAIRE)

SECTION A: DEMOGRAPHIC

Please choose and complete the question given.

Age

- o 18-21 years old
- o 22-25 years old
- o 26 years old and above

Year

- o 1
- o 2
- o 3
- o 4

Gender

- o Male
- o Female

Races

- o Malay
- o Cina
- o India
- o Others

Religion

- o Islam
- o Buddha
- o Hindu
- o Kristian

Previous Education

- o Matriculation
- o STPM
- o Foundation
- o Diploma

How often you heard about Islamic accounting.

- o Never
- o Sometimes
- o Frequently
- o Always
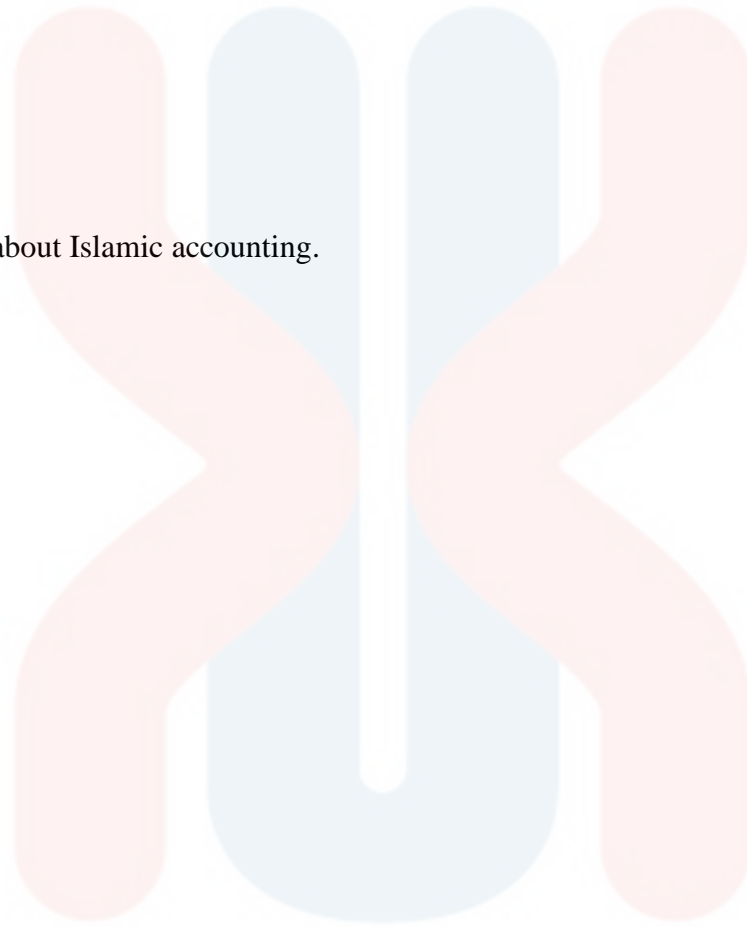
SECTION B: Understanding of Islamic accounting among accounting students

Instruction: Please *SELECT* the number that best reflects your agreement level with the following statements by using the provided scale.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE

QUESTIONS	STRONGLY DISAGREE (1)	DISAGREE (2)	NEUTRAL (3)	AGREE (4)	STRONGLY AGREE (5)
1. Islamic accounting conceptual framework is similar to conventional accounting but with a different focus and socio-economic motive and also variance of concepts in Islamic teaching.					
2. Islamic accounting hold significant part of Islamic values such as honesty, fairness,					

and truth in dealing with others.		57			
3. Islamic accounting can harmonize with Islamic society by following the *Shari'ah* Islami'ah.					
4. Islamic accounting represents the faithful offer in economic transactions to the business entity.					
5. Islamic accounting are based on Islamic principles which are different from conventional institution which have no religious concerns.					

SECTION C: Awareness of Islamic accounting among accounting students

QUESTIONS	STRONGLY DISAGREE (1)	DISAGREE (2)	NEUTRAL (3)	AGREE (4)	STRONGLY AGREE (5)
1. Islamic accounting is the process of identifying, measuring and					

communicating economic and other relevant information, similar to conventional accounting.		58			

2. Islamic accounting is an alternative accounting system that is based on the Shariah which deals with socio economic and Shariah compliance information.					
3.The preparation of Islamic accounting need to be referred to the Accounting and Auditing Organization for Islamic Financial Institutions (AAOIFI) standard.					
4.The key features of Islamic Accounting are the prohibition of interest (*Riba*), uncertainty (*Gharar*), and gambling (*Maysir*).					
5. Islamic accounting standards need to be complied with to enable					

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Islamic banks and other international financial institutions (IFIs) perform their roles effectively.					

SECTION D: Aspiration of Islamic accounting among accounting students

Questions	STRONGLY DISAGREE (1)	DISAGREE (2)	NEUTRAL (3)	AGREE (4)	STRONGLY AGREE (5)
1. If Islamic accounting is offered as elective subject I am wiling to learn about this subject.					
2. Islamic accounting should be introduced as a compulsory subject in accounting program.					
3. Accountants should be expose with Islamic accounting knowledge.					
4. Islamic accounting syllabus should be included in the accounting program.					

5. Islamic accounting knowledge is important for accountant to prepare the financial statement of Islamic bank and international financial institutions (IFIs).		60			

APPENDIX 2.0 (GANTT CHART)

2.0 GANTT CHART OF RESEARCH OBJECTIVES ON PROPOSAL FOR PPT 1

ACTIVITIES	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	W13	W14
Distribution of group, supervisors, and evaluators	■													
Meeting with supervisor (Briefing on PPTA 1)		■												
Database searching & Reference Manager Class			■											
CHAPTER 1: INTRODUCTION														
Discussion on the tittle				■										
Starting up with Chapter 1				■										
Submit Chapter 1					■									
Chapter 2: LITERATURE REVIEW														
Review in literature of the research studies based on independent variable and dependent variable					■									
Starting up with Chapter 2					■									
Submit Chapter 2					■									

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Chapter 3: RESEARCH METHODOLOGY														

Starting up with Chapter 2						▓								
Discussion on the method used in research						▓	▓							
Submission first draft PPTA 1							▓							
Meeting with supervisor								▓						
Submission Second draft PPTA 1									▓					
Submission Third draft PPTA 1										▓				
Discussion all report with supervisor										▓				
Discussion Questionnaire with supervisor										▓				
Submit PPTA 1												▓	▓	▓
Presentation For Final Year Project 1												▓	▓	▓

GANTT CHART OF RESEARCH OBJECTIVES ON PROPOSAL FOR PPT II

ACTIVITIES	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	W13	W14

CHAPTER 4: DATA ANALYSIS AND FINDINGS														
Starting Chapter 4		■												

Discussion SPSS data		■	■											
Interpret SPSS data				■	■	■								
Submit Chapter 4							■							
CHAPTER 5: DISCUSSION AND CONCLUSION														
Starting Chapter 5								■	■	■				
Submit Chapter 5											■			
Submit all report draft 1 to supervisor											■			
Make correction											■			
Submit all report draft 2 to supervisor											■			
Submit poster draft 1											■			
Submit poster to supervisor and examiner											■			
Submit research paper draft 1												■	■	■