

## **Analysis of the Implementation of Islamic Boarding School Accounting in Preparing and Presenting Financial Reports at Tarbiyah Takalar Islamic Boarding School Middle School**

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### *Abstract*

*The aim of this research is a descriptive qualitative type of research with the aim of finding out the analysis of the implementation of Islamic boarding school accounting in the preparation and presentation of financial reports at the Tarbiyah Takalar Islamic Boarding School Middle School. This sample was taken from Tarbiyah Takalar Islamic Boarding School Middle School. The type of data used in this research is descriptive qualitative data obtained from interviews related to the problem under study. Data collection was carried out by interviews, observation and documentation. In this research, the data sources used in data collection include primary data and secondary data. The research instrument used in this research uses narrative methods, data reduction, data presentation and drawing conclusions. Based on the results of data research using interviews regarding the analysis of the implementation of Islamic boarding school accounting in the preparation and presentation of financial reports at Tarbiyah Takalar Islamic Boarding School Middle School which has been discussed in the previous chapter, the author draws an important conclusion, namely that the financial reports of Tarbiyah Takalar Islamic Boarding School Middle School are not in accordance with Islamic boarding school accounting guidelines. have not identified the assets, liabilities and net assets owned by the Islamic boarding school and the preparation and presentation of the financial reports of the Tarbiyah Takalar Islamic Boarding School are not in accordance with ISAK 35.*

***Keywords: Islamic Boarding School Accounting, Financial Reports, Preparation and Presentation***

### **INTRODUCTION**

Islamic boarding school is an Islamic educational institution that has developed between generations in society (Nurmalasari Dian, 2016). As an educational institution, Islamic boarding schools have a goal, which is to determine what they want to achieve. An Islamic boarding school is considered credible if it has the characteristics of a boarding school, mosque, santri, kiai, and teachers of classical Islamic books (Muhammad et al., 2018).

The success of Islamic boarding school management in achieving development is supported by many sources, including financial support, both funds originating from students, BMT donations, the Government and those originating from creative Islamic boarding school businesses, because these funds are assistance for educational management. Therefore, transparency and good financial management are needed so that all interested parties can know the areas that need to be improved in management (Wahidin, 2016). Accountability for managing financial funds has various forms, including financial transactions, expenses and also income which are summarized in the presentation of financial reports. The financial report itself is information provided to various interested parties which is used as a means to make

decisions regarding financial and economic matters. In its use, these financial reports have no different interests, namely for control, analysis, evaluation and assessment (Kaomaneng, 2014).

Ownership of Islamic boarding school funds must be recorded and clearly regulated, both in terms of inflow and outflow as well as their use. Therefore, transparency and good financial management are needed so that Islamic boarding schools can find out the shortcomings and weaknesses. However, some Islamic boarding schools do not have transparent and good financial accounting

Disclosure of financial report presentation standards and transparency is needed in order to maintain public trust in financial management. This aims to increase donors' confidence that the funds handed over can be managed well and according to their intended purpose (Fidiana, 2018). Accountability and transparency are also very crucial for users of Islamic boarding school financial reports. This is aimed at ensuring that the use of existing funds can be carried out appropriately and correctly. Accountability and transparency of financial reporting can produce financial reports that are broadly aligned when released to the public and can provide an assessment of the appropriateness of accounting practices (Gultom Rian Ignasius, 2015).

The preparation of financial reports is intended to meet the needs of most users of financial reports. Therefore, the process of preparing financial reports requires an accounting standard. The existence of this standard will later be able to provide guidance and reference in the process of preparing an entity's financial reports so that the results obtained are more consistent. This accounting standard has functions, including providing quality financial reports and providing consistent financial reports that are easy to analyze and read (Arsal et al., 2021). If the preparation of financial reports does not comply with principles and standards, it can mislead users of financial reports and their constraints and relevance will be questioned (Siti Rahmi et al., 2014).

Financial reporting is a form of entity accountability in managing economic resources. The preparation of financial reports that will later be published must be in line with accounting standards, so that they can be compared with other entities' financial reports or previous period financial reports (Damayanti & Entrin, 2013).

In 2018, the IAI (Indonesian Accounting Association) issued regulations regarding Islamic Boarding School Accounting as contained in SAK ETAP, which contains the accounting treatment process for the presentation of financial reports with stages that include the process of recognition, measurement, presentation and ending with the disclosure stage. Islamic boarding schools really need Islamic boarding school accounting because by preparing financial reports according to standards, Islamic boarding schools can find out information regarding their asset ownership. The creation of Islamic boarding school accounting guidelines is a form of empowering the economy in Indonesia. The application of these guidelines is only intended for Islamic boarding schools with foundation legal entities, where there is already a separation of assets between the owner of the foundation and the Islamic boarding school itself.

Islamic boarding schools require measurable, transparent and accountable financial records. In this context, adequate financial management and reporting standards are certainly needed, especially for Islamic boarding schools. Financial reports of non-profit organizations in the context of Islamic Boarding School Accounting Guidelines, include notes on financial reports, cash flow reports, activities and financial position. The current fact is that there are still Islamic boarding schools in Indonesia that tend to prioritize program quality and do not take

the management system into account. In fact, indicators of accountability and transparency of an institution include a good financial management system. Sufficient experience, knowledge and skills are also needed so that institutional financial management can be relied on.

The problem that often occurs is that human resources are still lacking in managing the finances of Islamic boarding schools. Not a few Islamic boarding schools have problems related to finances, whether it concerns accounting, administrative arrangements, allocations, budgets, and the need to develop Islamic boarding school activities.

According to (Hakam F & Wana, 2018), the progress of Islamic boarding schools in Indonesia is still limited to efforts to improve educational facilities rather than changing the Islamic boarding school management system, there are no changes in management other than more transparent financial management which results in accountable reporting. However, Islamic boarding schools still face many internal and external problems, especially in human resources. (Suprayogi et al., 2021) stated that most Islamic boarding schools in Indonesia do not have good management or do not make financial reports. As a result, the biggest challenge in the process of implementing Islamic boarding school accounting guidelines is the awareness and readiness of Islamic boarding schools to implement them with adequate human resources.

The Indonesian Accountants Association is a professional organization for accountants and the preparation of financial accounting standards in Indonesia, which collaborates in the preparation of Islamic Boarding School Accounting Guidelines. With the emergence of Islamic boarding school accounting guidelines or ISAK 35, the Islamic boarding school financial report recording component is more based on ISAK 35 which contains regulations regarding the presentation, preparation and recording of financial reports that emphasize non-profits.

The advantages of Islamic boarding school accounting can help in disclosure, presentation, measurement and recognition in Islamic boarding schools to increase progress and major comparisons in an Islamic boarding school. One of the weaknesses in Islamic boarding school accounting is in Islamic educational institutions, which also includes the field of Islamic boarding school accounting. In general, Islamic boarding school accounting is more family-oriented, centralized and closed (Sukmadilaga, 2021)

## **RESEARCH METHODS**

This research uses a qualitative descriptive approach. Qualitative methods are used to examine and describe in detail how the preparation and presentation of financial reports are in accordance with the implementation of Islamic boarding school accounting and ISAK 35. The data in this research is primary data obtained directly from the Tarbiyah Takalar Islamic Boarding School Middle School using an interview stage with the principal and treasurer. . As well as secondary data obtained such as Tarbiyah Islamic Boarding School financial report records, vision and mission records, as well as related data needed when carrying out research. Data collection was carried out through observation, interviews and documentation. The data analysis stages carried out:

a. Narrative

The narrative can be seen again from the results of the interview regarding how the Islamic boarding school accounting report and ISAK 35 describe how to prepare and present the financial report.

b. Data reduction

The reduced data includes the results of documentation, observations and interviews, for example data on financial reports based on Islamic boarding school accounting and ISAK 35 at Tarbiyah Takalar Islamic Boarding School Middle School. Reduced data also includes summarizing, selecting and focusing on data and data patterns that are considered important, therefore you will get a clearer picture regarding the financial reports to be studied.

c. Data Presentation

This process takes the form of presenting financial report data for the Tarbiyah Takalar Islamic Boarding School in images or graphs. The aim is to describe the data so that researchers can easily analyze it according to Islamic boarding school accounting.

d. Drawing Conclusions

This is done by looking again at the presentation and data reduction, so that conclusions are still drawn according to the data obtained. The researcher concluded by collecting data from documentation, observations and interviews related to the preparation and recording of finances in accordance with ISAK 35 and Islamic boarding school accounting at the Tarbiyah Takalar Islamic Boarding School Middle School which has been presented. The nature of the initial conclusions is still temporary and changes may occur if there is no supporting or reinforcing evidence. from various sources. However, if this initial conclusion is supported by valid Ireports. Tarbiyah Islamic Boarding School Middle School has not implemented the Islamic Boarding School Accounting Guidelines in preparing and presenting its financial reports, this is because the Islamic boarding school does not yet understand what constitutes a reference in preparing Islamic boarding school financial position reports.

Table 1. Differences in Financial Reports of Tarbiyah Islamic Boarding School Middle School and ISAK 35

<b>ISAK 35</b>	<b>Tarbiyah Takalar Islamic Boarding School Middle School</b>	<b>information</b>
<b>Financial Position Report</b>		
The statement of financial position contains the condition of the company's assets, liabilities and also net assets. The accounts in the statement of financial position contain current assets, non-current assets, short-term liabilities, long-term liabilities, net assets without limitation from resource providers and net assets with resource provider restrictions.	Tarbiyah Takalar Islamic Boarding School Middle School has prepared its financial report but it is not yet in accordance with its financial reporting standards which refer to ISAK 35 which contains current assets, non-current assets, short-term liabilities, long-term liabilities, net assets without restrictions from resource providers and net assets with restrictions from resource providers	It is not in accordance with

<b>Comprehensive Income Report</b>		
The Comprehensive Income Statement describes the increases and decreases in economic benefits, non-profit entities originating from receipts or revenues, and expenses, or expenses. The accounts in the comprehensive income statement contain income and expenses.	Tarbiyah Takalar Islamic Boarding School Middle School does not make a comprehensive income report that describes the increase and decrease in the economic benefits of non-profit entities originating from receipts or income and expenses or expenses.	It is not in accordance with
<b>Net Asset Change Report</b>		
In ISAK 35, the report on changes in net assets contains restrictions on resources and net assets with restrictions on resources and net assets with restrictions on resource providers.	Tarbiyah Takalar Islamic Boarding School Middle School has not made a report on changes in net assets which includes net assets without restrictions from resource providers and net assets with restrictions from resource providers.	It is not in accordance with
<b>Cash flow statement</b>		
In ISAK 35 the cash flow report is divided into three activities, namely operating activities, investment activities and financing activities. The method for preparing a cash flow report can use two methods, namely the direct method where each cash inflow and outflow is recorded and calculated in detail during a certain period and the indirect method uses net income, profit and loss and is calculated indirectly by adjusting all transactions.	Tarbiyah Takalar Islamic Boarding School Middle School has not yet prepared a cash flow report containing operating activities, investment activities and operating activities.	It is not in accordance with
<b>Notes to Financial Reports</b>		
In ISAK 35 notes to financial reports describe the financial reports in detail. Note A describes the required disclosure policy causing Note B to be presented. Notes C, D and E provide information that non-	Tarbiyah Takalar Islamic Boarding School Middle School has not yet made notes to the financial statements in accordance with ISAK 35, which contain Notes A, Notes B, Notes C, Notes D and Notes E.	It is not in accordance with



profit-oriented entities are encouraged to disclose.		
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The results of observations and interviews at the Tarbiyah Takalar Islamic Boarding School Middle School regarding the preparation and presentation of financial reports can be said that the Tarbiyah Takalar Islamic Boarding School Middle School has not implemented financial reporting standards based on Islamic Boarding School Accounting and ISAK 35. Islamic boarding school financial reports are only in the form of simple financial reports that present the amount of income and amount of cash disbursement each month. All payment receipt transactions are summarized every month. All payment transactions are summarized every month and reported in the annual financial report. All expenditure transactions that occur at the Tarbiyah Takalar Islamic Boarding School Middle School are accompanied by proof of the transaction such as a note or receipt. After the last monthly receipts and expenditures, the recapitulation is grouped in a ledger which is made based on the knowledge and understanding of the Islamic Boarding School.

### **Discussion**

Based on the results of research conducted regarding the preparation and presentation of the financial reports of Tarbiyah Takalar Middle School, the discussion can be sequenced as follows:

#### **I. Confession**

The funds received by the Tarbiyah Takalar Islamic Boarding School Middle School are from the Boss Fund, the receipt of these funds is recorded in the accountability report made annually. However, the acknowledgment of the receipt of funds from the Tarbiyah Islamic Boarding School is not in accordance with ISAK 35. This result supports research (Alam Saepul Iksan M., 2023) which states that the preparation of financial reports is not complete because in the presentation of the financial reports there are no disclosures in presenting the financial reports which are not in accordance with ISAK 35 , entirely because general PSAK is still used in recognition.

#### **II. Recording**

The notes taken by the Tarbiyah Takalar Islamic Boarding School Middle School from the results of interviews created a School Work Plan (RPS) and School Operational Assistance Budget Plan (BOS Fund). However, recording of other receipts and expenses is made in the accountability report prepared by the Principal and Treasurer of Tarbiyah Takalar Islamic Boarding School Middle School. These results support research (Kholifah et al., 2023) which states that ISAK 35 has not been implemented in financial reports, because the recording is limited to expenditure and income in the financial reports.

#### **III. Presentation**

The presentation carried out by the Tarbiyah Takalar Islamic Boarding School Middle School did not present the four components in accordance with ISAK 35. The reports presented were on accountability reports and BOS Funds. These results support research (Nabil Arkan, 2020) which states that financial reports do not comply with SAK.

#### **IV. Disclosure**

The disclosures made by the Tarbiyah Takalar Islamic Boarding School Middle School are not in accordance with ISAK 35, from research that has been carried out at the Tarbiyah Takalar Islamic Boarding School Middle School, the results obtained have not implemented accounting in its financial management. These results support research (Soleha et al., 2022)

which states that the recognition, presentation and disclosure of financial reports is not in accordance with SAK ETAP and ISAK 35 because the preparation of financial reports is still simple, namely only receipts and expenditures. This report on the use of funds disbursement at the Tarbiyah Takalar Islamic Boarding School Middle School is proven or accounted for through an annual report using general cash which only includes receipts and expenditures, as proven by receipts or proof of payment.

### CONCLUSION

Some conclusions can be stated as follows:

1. The financial reports of the Tarbiyah Takalar Islamic Boarding School Middle School are not in accordance with the Islamic Boarding School Accounting Guidelines which have not identified the assets, liabilities and net assets owned by the Islamic boarding school. The obstacle for Islamic boarding schools in preparing financial reports according to the Islamic Boarding School Accounting Guidelines is the lack of human resources who do not understand the Islamic Boarding School Accounting Guidelines.
2. The preparation and presentation of the financial reports of the Tarbiyah Takalar Islamic Boarding School Middle School are not in accordance with ISAK 35 because the preparation and presentation is still very simple, only recording cash income and expenditure.

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