

Non-profit Organization Accounting Training In Educational Institution

Andi Aliyyah Ramadhani Sam¹, Nathania Pratiwi², Masnawaty Sangkala³, Mohammad Anwar Kadir⁴

¹²³⁴Department of Accounting, Faculty of Economics, Universitas Negeri Makassar

Abstract. Educational Foundations are required to comply with a variety of rules, especially recording and reporting regulations specific to non-profit organizations. This activity aims to ensure the preparation of financial reports for the Education Foundation which runs private schools. The Community Partnership Program (PKM) is implemented in North Luwu Regency. Partner problems are: (1) the complexity of regulations related to financial reporting for non-profit organizations (2) limited human resources for partners who are able to prepare special financial reports for non-profit organizations, and (3) the necessity to prepare and report financial transactions in accordance with Government regulations. . The target of the activity is the management of educational foundations who are able to compile the financial reports of non-profit organizations. The methods used are: lectures, demonstrations, discussions, questions and answers, and partner assistance. The results achieved are (1) partners have basic knowledge in recording and preparing financial reports of non-profit organizations, (2) partners have the ability to organize books so that they have quality information, and (3) partners have the skills to compile financial reports of educational foundations in accordance with applicable accounting standards.

Keywords: accounting, educational foundation, non-profit organization

I. INTRODUCTION

In the United States (US), the Financial Accounting Standard Board (FASB) has developed standards for financial statements intended for entity owners or shareholders, creditors, and others who are not actively involved in the management of the entity but have an interest. The FASB is also authorized to prepare accounting standards for nongovernmental not-for-profit entities, while the US Government Accounting Standard Board (GASB) prepares accounting and financial reporting standards for the US federal and state governments.

In Indonesia, the Government established the Government Accounting Standards Committee. The standard-setting organization for the government was built separately from the FASB in the US or the Financial Accounting Standards Board-Ikatan Akuntan Indonesia in Indonesia because the characteristics of the entity are different. Government entities have no shareholders or the like, provide public services without expectation of profit, and are able to compel taxpayers to support government finances regardless of whether the return to taxpayers is adequate or inadequate.

The International Federation of Accountants (IFAC) established the IFAC Public Sector Committee (PSC) which is tasked with preparing the International Public Sector Accounting Standard (IPSAS). The term public sector here means national governments, regional governments (e.g. states, autonomous regions, provinces, special regions), local governments (e.g. municipalities) and related government entities (e.g. state enterprises, special commissions). As such, the PSC does not prepare accounting standards for the nongovernmental public sector.

Commercial and non-profit organizations are often confused, as the division is based on the type of activity or legal form. In fact, the term non-commercial is more appropriate than the term non-profit. The term Not For Profit Organization (NFPO) has replaced the term nonprofit organization because it offers a resolution that the intention or purpose of establishing the organization is not for profit. All of its activities are not aimed at collecting profits, but in its journey the non-profit organization turns out to be legally good financial luck, which can experience a surplus because the cash inflow exceeds the cash outflow. Thus, even though they both earn residual profit, a surplus that is equivalent to net profit after tax, both commercial organizations and non-profit organizations remain true to their identity.

Surpluses are needed by non-profit organizations to increase the scale of their service activities and renew aging and damaged facilities. On the other hand, if the surplus is enjoyed by the management in the form of tantierns, gratuities, salaries, bonuses, official travel allowances, loans to founders/managers (equivalent to dividends in commercial entities) or enjoyment (luxury cars, houses, golf memberships and so on), then the non-profit organization becomes a commercial entity.

Commercial or not-for-profit entities are often identified by their legal form and form of activity. Examples of legal entities are:

1. Commercial entities, divided into commercial entities managed by the government, such as BUMN Persero; private commercial entities, such as CV, NV, Firma, individual businesses, UD;
2. Non-profit entities, divided into government non-profit entities, private non-profit entities, such as foundations, political parties, non-governmental organizations;

The division of commercial and non-profit entities based on the field of activity/field of business is not recommended. Government hospitals and museums are generally non-profit, but private hospitals and museums may be non-profit or commercial. Non-profit organizations in Indonesia are still facing several problems, both internally and externally. From the internal side, he revealed, including limited capital, good corporate governance (GOG), quality and quantity of human resources (HR), expensive funding costs that have an impact on interest rates, and products and services that are not yet varied. From the external side, the challenges faced are increasing competition.

The issue of good management and the quality of human resources is very crucial for existing foundations because their financial capacity is not very qualified to bring reliable personnel directly. Likewise, efforts to improve the quality of the human resources they already have will be a scourge that has a direct impact on their income generation.

One issue that is also a concern is related to the recording and reporting of financial transactions. Strict and constantly updated regulations are a challenge in themselves. In addition, the accounting standard they must use is the Financial Accounting Standard for Entities without Public Accountability (SAK-ETAP). This causes them to perform tasks that are not easy due to high complexity.

II. METHOD USED

a. Training

This training uses methods that can ensure that participants can implement their knowledge after attending the training. The methods used include:

1. Interactive lecture method; this method aims to assess the understanding of financial management of participants who take part in the training.
2. Case Method; this method provides some illustrations of cases related to the financial management of the organization, and how to solve them.
3. Applicative Method; this method provides applications for the preparation of high quality financial statements.

b. Assistance

Theoretically, the category of application of a science is divided into 4 (four), namely: (i) no knowledge and no willingness; (ii) no knowledge but willingness; (iii) knowledge but no willingness; and (iv) knowledge and willingness.

After the training, it is assumed that the participants only fulfill categories (iii) and (iv). The following mentoring styles (methods) would be appropriate to apply at this stage;

1. Participatory; this method is for assisting those who already have the knowledge/skills, but lack the will to apply their knowledge. This method requires participants to be involved in every decision-making process while being convinced of the urgency of doing so. Thus, participants will be motivated and enjoy their work.
2. Delegative; this method is appropriate for those who already have the skills and have the desire to apply them. Through this method, participants will be fully in charge of what to do, how to do it, and when to do it.



II. ACTIVITY IMPLEMENTATION AND RESULTS

a. Realization of Problem Solving

The training can be carried out successfully thanks to the collaboration between the Implementation Team of Accounting Study Program Lecturers, Faculty of Economics, Makassar State University and partners. Partner participation in this case includes registering and coordinating participants who participate in the training, helping with facilities and infrastructure needed in the training process.

In this training activity using tools and materials used to carry out this activity. The tools used are in the form of whiteboards, markers, materials distributed to participants, as well as room facilities used for training activities, sound systems, LCD Projectors, other devices needed in the training process. The materials used were HVS paper to be used for temporary notes before being transferred to the note book given to the trainees, Kwarto paper for research reports, stationery, and printer ink for duplicating reports.

In addition, because the implementation of activities during the COVID-19 virus outbreak pandemic, participants were also distributed masks and hand sanitizers. This is done to ensure that health protocols are still implemented, so as to prevent transmission of the corona virus both among participants and with resource persons and organizers.

b. Activities and Evaluation

The methods used in the implementation of this activity include: Training methods, discussions, questions and answers, assignments and simple financial management exercises. How to measure and determine the extent of the effectiveness of the implementation of this training, it is necessary to conduct an evaluation. This is intended to determine the extent of the achievement of the objectives of the implementation of this community service activity and at the same time to be able to find out the obstacles faced in its implementation.

The evaluation of this activity was carried out in three stages, namely: First stage: Pre-Test / Observation, carried out at the initial stage (before the training participants were given training materials consisting of Definition, scope and objectives of Financial Management; Overview of the Management Process. The evaluation carried out at the initial stage of the activity is intended to obtain information or data regarding the basic abilities of the participants regarding management.

The second stage, the evaluation is carried out during the process of implementing the activity where simulations and assessments are carried out, including activities to select one specific topic, followed by

defining Financial Management. Evaluation is carried out simultaneously during the process of training activities, namely by direct observation. The aim is to determine the level of activeness and active participation of participants, discipline, enthusiasm and motivation of participants.

The third stage: Post-Test, the evaluation is carried out at the end of the activity (after the training participants have obtained the material), by dividing several small groups based on the main tasks and functions at each workplace of the participants, then given the task of completing the task independently until producing their respective reports. The activity is intended to measure the extent of changes in the level of understanding and skills of the participants after attending this training.

The indicators used as benchmarks for assessment/evaluation of the implementation of this training activity are: (1) the ability of participants to understand the material provided, (2) the ability of trainees to manage data and analyze it so that it becomes useful information, and (3) the discipline, participation, enthusiasm, and motivation of participants during the training.

II. CONCLUSIONS

After evaluating the activities, the results of the implementation of community partnerships can be concluded as follows:

1. Partners have basic knowledge in recording and preparing financial statements of non-profit organizations;
2. Partners have the ability to organize bookkeeping so that it has quality information, and
3. Partners have the skills to prepare the financial statements of educational foundations in accordance with applicable accounting standards..



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