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### The Working Readiness Of Accounting Students In Adopting Industrial Revolution 4.0 And Society 5.0 (Empirical Study For Accounting Students In Padang City)

BY

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#### Abstract

This research examines the effect of the accounting students' perceived curricula and competencies in working with AI and the soft skills gained by accounting students on working readiness. The data collection method in this research was conducted using a questionnaire. The total research sample is 109, using the purposive sampling method for accounting students studying in Padang City class of 2019 – 2022. The results of this study indicate that accounting students' perceived curricula and competencies to work with AI do not influence the working readiness of accounting students. Meanwhile, accounting students' soft skills influence their working readiness.

**Index Terms-:** Accounting Information System, Industrial Revolution 4.0, Society 5.0, Artificial Intelligence, Soft Skills

#### INTRODUCTION

The next level of Industrial Revolution 4.0 is Society 5.0. In Industry 4.0, the main focus is digitalization and the industrial Internet of Things (IoT). Industry 4.0 also allows for the development of advanced technology and industrial digitalization centered on computers connected through the internet to be consumed as part of human life. The appearance of Industry 5.0 is based on the observation that Industry 4.0 is too focused on digitalization and AI-driven technologies to increase the efficiency of production, where the principles of social fairness and sustainability are ignored. Therefore, Society 5.0 brings different points of view by highlighting the importance of innovation within long-term service to support human roles. As the emphasis of Industry 4.0, Industry 5.0 focuses on human-friendly technology or cyber-physical systems (CPS). Society 5.0 describes the perfect symbiosis between humans and machines cooperating so that it creates human-friendly technology (Longo et al., 2020). The development of advanced technology in Industry 4.0 is hoped to become familiar things to be controlled by intelligent society in Industry 5.0. Therefore, the human ability to control technology must be compatible with developing digitalization.

In recognizing the changes of the Industrial Revolution, it might be a challenge for the human being to improve their quality of life. The positive impacts of the development of technology and the internet make everything easier for human life. However, the appearance of these advanced technologies,

the Internet of Things, and artificial intelligence (AI) should be appropriately handled unless it occurs in all aspects. If every industry replaces the human role by using technology, human quality is not compatible anymore. Industry 5.0 is the solution to cover the possibility of the human role being replaced by technology, where intelligent human cognition controls technology. People who can enter Society 5.0 need to be continuously adaptive and dynamically follow the pattern of developing technology (Sampoerno & Herwandito, 2021).

Due to the automation in the accounting system, accountants need to adapt and learn more about how to use the application given. Therefore, a new skill is required to help the accounting system. Surianti (2020) stated that the shifting role of an accountant must be responded to quickly and appropriately through higher education to be qualified in the labor market. The University needs to provide students with appropriate education. Universities can serve a qualified curriculum that supports the quality of graduates' ability to compete in the labor market in the future. Surianti (2020) also mentioned two approaches to curriculum changes the University should implement: inserting topics into existing topics or creating new courses. The development of the Industrial Revolution will keep growing, so universities must face this situation by adapting and being ready to revise the curriculum or syllabi in accounting majors.

The other important thing to be considered in market labor is the competency of having soft skills from the graduates. In



Society 5.0, the main focus is how humans can control their professional skills in adapting to advanced technology. According to Phan et al. (2020), soft skills competencies that are market labor looking for consist of interpersonal skills, problem-solving, listening skills, communication skills, personal motivation, and professionalism. Mastering the graduates' soft skills and significant accounting studies is essential. Most requirements to compete in market labor need soft skills as the main criteria. So, accounting students must gain more soft skills during their studies to sign their readiness to compete in the labor market.

Working readiness expresses how well-prepared the graduates are to face the work field in the future and mentally ready to carry out the jobs. Mason et al. (2009) described working readiness as skills, knowledge, attitudes, and contribution to fulfilling organizational goals. Caballero et al. (2011) also mentioned that working readiness is when college graduates' attitudes and attributes can potentially succeed in the work environment. Working readiness also interpreted how well the graduates fulfilled the criteria to compete with others in the work field. Caballero et al. (2011) stated that graduates' attitudes should be defined as graduates' soft skills; meanwhile, graduates' attributes refer to the intricate skills of graduates after college. The graduates hope to gain a balance of hard skills and soft skills from the college to be more confident in facing the work environment. Hammer et al. (2009) stated that working readiness is interpreted as specific skills designed by study programs or universities based on industry needs.

There are a lot of concerns about information related to the problems faced nowadays regarding technology development and accounting graduates' future. The development of AI in Industry 4.0 already has advanced technology that helps humans in many sectors, especially the financial industry nowadays. Another concern is about how university curricula help accounting students adopt AI-based technology in accounting systems as their knowledge and skill to compete in the working field. The University must prioritize the investment in improving human resources skills as accounting graduates. In this term, the University can use the development of technology to play the role of accounting study programs to prepare accounting students for facing the work field. As informed above, the qualification to be a professional accountant requires knowledge and soft skills to fulfill the company's requirements.

## LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

### A. Literature Review

#### Theory Of Planned Behaviour

The theory of planned behavior was introduced by Ajzen (1991). This theory is one of the most popular theories intended for human behavior. According to Ajzen (1991), the theory of planned behavior perspective explains more about intentions in human behavior consists of three main constructions as follows:

Attitude refers to an individual's response with a favorable or unfavorable evaluation or appraisal of the behavior.

1. Subjective norms refer to the perceived social pressure to perform or not perform a specific behavior.
2. Perceived behavioral control refers to the individual ability to perceive ease or perform the behavior.

To avoid the financial sector industry being replaced by AI systems, accountants must update and improve their knowledge to adapt to technological development. According to the theory of planned behavior, an accountant's willingness to adapt to technology development can be examined using three main constructions of the theory of planned behavior.

#### Working Readiness

According to Wiryani et al. (2015), working readiness refers to the human condition's willingness to do and finish certain activities based on their skills and gain a salary. Working readiness is also defined by Gunawan et al. (2019) as preparation conducted by university and college students for graduation so that the graduates can later compete in the workforce or open their work field. Another definition of working readiness is also stated by Sihotang & Santosa (2019), where a situation results from practice and finished education so that someone can work well and is responsible for what happens in working.

#### Curricula and Competency Perceived by Accounting Students

The appearance of technology nowadays in accountants' tasks will bring fresh knowledge and skills to the accounting sector (Rosi & Mahyuni, 2021; Wahyuni, 2020). Li (2020) says producing qualified and intellectual human resources improves Industry 4.0. Accounting students' competencies must be aligned with the development of Industry 4.0. So, the refinement of current accounting student skills is needed to help the accounting profession in the future. The training and education of current accounting students will help them develop suitable skills to fulfill industry 4.0 requirements.

#### Artificial Intelligence of Industry 4.0

Artificial intelligence is well known as cognitive technology and cognitive technology, which embrace broad sectors, but not all are relevant to accounting. Technically, artificial intelligence is not suitable for traditional business disciplines due to its vast influence. It becomes a matter of business education and practices. AI technology embraces various business functions such as production, distribution, sales, marketing, accounting and finance, audit, human resources, research, and development (Kokina & Davenport, 2017). Research conducted by (Huang, 2018) also mentioned the application for taxation in China that uses AI technology. In this research, the author listed evidence of empirical applications of AI technology.

Kupenova et al. (2020) mentioned that adding AI to the accounting system will improve the quality and avoid errors, saving time and money. Artificial intelligence will help accounting professionals become efficient in providing information and more competitive in attracting customers

using the AI-based accounting system. According to Khan et al. (2018), as the accountants' knowledge and skills have to be shifted in adapting to technological innovation, technological innovation in accounting can be found, such as cloud computing, enterprise resource planning (ERP) systems, forensic accounting, mobile accounting, and technological in tax systems.

### Soft Skills of Society 5.0

Society 5.0 was founded in Japan and inaugurated in January 2019 to prepare for entering Innovation 25 in 2025, where all industries need a super-smart society (Fukuda, 2020; Gladden, 2019). In the history of the Industrial Revolution, industry 1.0 describes when a human was new to writing. At that time, humans survived by using natural resources and hunting. By entering Industry 2.0, humans are getting familiar with technology and farming. At this time, humans embrace the agricultural sector in producing food. In Industry 3.0, the human role was replaced by machines, and there was development in technology and manufacturing activity. Move to Industry 4.0, where humans are familiar with and proficient in using the internet. The next generation of industry revolution is Society 5.0, where humans use the internet and depend on it as it is their premier need (Dey et al., 2016; Heliyani, 2019; Khosla et al., 2003). According to Sudibjo et al. (2019), the Industrial Revolution, primarily Industry 4.0 and Society 5.0, brought changes in the education industry, where humans must master the skills and competencies needed to face the future. Shiroishi et al. (2018) also define Society 5.0 as a super-smart society where sustainable societies are linked to a Cyber-Physical (CPS) system. In society, 5.0 to improve the quality of life, technical skills will be less critical, and soft skills will be increasingly in demand (Chin, 2021).

### B. Hypothesis Development

The research conducted by Andani et al. (2020) examined how the accounting students' perceived AI-based curriculum affected the accounting students' perceived competencies to work with AI. This research mentioned that accounting students' perceived competencies to work with AI were also found to directly affect the self-confidence of accounting students in Indonesia to work with AI. AI-based knowledge become a concern in preparing the self-confidence of accounting students nowadays.

The preparation must be from the college so that the accounting graduates can quickly adopt the technology development in the future.

From the review of previous research above, the researcher proposes the following hypothesis as follow:

H1: The Accounting students' perceived curricula and competencies to work with AI significantly influence accounting students' working readiness.

A study conducted by Aprilia (2021) examined the effect of working readiness on soft skills gained by accounting graduates. The soft skills gained by accounting graduates during college are expected to be ready for workplace work.

The working readiness of accounting students can be seen from the soft skills performance of every graduate in the future.

From the explanation above, the researcher proposes another hypothesis as follows:

H2: Soft skills gained by accounting students significantly influence the working readiness of accounting students.

## RESEARCH METHODS

This research used a quantitative research method. By using this method, the researcher aims to determine whether there is an influence of accounting students' perceived curricula and competencies to work with AI and the influence of soft skills gained by accounting students on the working readiness of accounting students. The researcher uses the quantitative approach because the data collected will be analyzed using numbers. This research will test the hypothesis formulation by using the SPSS 25 application.

The research data type is primary data, collected directly from respondents through the Google form questionnaire. They are from accounting students in Padang City through an online questionnaire using Google Forms. The questionnaire examines the hypothesis formulated for accounting students in Padang City. The questionnaire comes from the previous research conducted by Andani et al. (2022) and Aprillia (2021).

### A. Population and Samples

The population is a complete set of elements (persons or objects) with some common characteristics defined by the researcher's sampling criteria (Sekaran & Bougie, 2016). The population in this research is accounting students who are studying at a university in Padang City. The reason for using this population is that the accounting sector has an essential role in the economic industry. Also, it should be a concern, especially in preparing qualified accounting graduates for the work field.

By researching this population, the researcher hopes this research is helpful as a reference and insightful for developing the accounting sector in the future.

The sample is part of the population that is used to represent the population (Riyanto & Hatmawan, 2020). This research was conducted using the purposive judgment sampling method. According to Riyanto & Hatmawan (2020), purposive sampling is the way to consider a sample by using a certain one or some criteria and has a relation to the chosen population. To be specific, Sekaran & Bougie (2016) also define purposive judgment sampling as a sampling method that involves choosing subjects most advantageously placed or in the best position to provide the information required. Researchers used this sampling technique to obtain a representative sample following predetermined criteria. The criteria are as follows:

An active undergraduate degree student that is majoring in accounting, the location of the university/college is in Padang City, Accounting student class of 2019-2022

**B. Research Variables**

**Dependent Variable (Y)**

The dependent variable of this research is the working readiness of accounting students. According to Fitriyanto (2006), several indicators show someone's working readiness, which includes a critical attitude, logical and objective considerations, the skills and desire to cooperate with others, the courage to accept responsibility and responsibility, easy to adapt to the environment, ambitious to move forward and be mature and emotional controlled. The instrument research uses these indicators. In this research, to examine working readiness, the indicator of the questionnaire of an independent variable will influence working readiness.

**Independent Variable**

**The Accounting students' perceived curricula and competencies to work with AI (X1)**

The first independent variable in this research is the accounting students' perceived curricula and competencies to work with AI. This variable is measured by the set of skill-based competencies required by accounting students to work with AI and provides courses that support accounting students' preparation for AI. According to Stancheva-Todorova (2019), cloud-based accounting software influences the accounting transformation and skills profile of the accountant 4.0.

**The influence of soft skills gained by accounting student (X2)**

The second independent variable of this research is the influence of soft skills gained by accounting students. In this research, the instrument development used research instrument indicators to achieve the desired results and satisfactory results. According to Elfindri et al. (2010), soft skills can be measured using this instrument indicator, such as communication skills, responsibility, adaptation, honesty, and teamwork.

**RESULTS AND DISCUSSIONS**

**A. Description of Respondent Data**

The research objects are undergraduate accounting students who study in Padang city with predetermined criteria. The questionnaires were distributed in Google Forms through social media such as WhatsApp, Telegram, Line, and Instagram from 20 June 2023 until 18 July 2023. One hundred nine respondents have filled out the questionnaire for this research. The respondents will be qualified as two characteristics based on their college/university and entry year.

**1. Description of Respondent based on University**

**Table 1 Respondent Characteristics Based on University**

No.	University Name	Amounts	Percentage
1.	Universitas Andalas	88 people	80,7%
2.	Universitas Negeri Padang	15 people	13,8%
3.	Universitas Dharma Andalas	2 people	1,8%

4.	UPI YPTK	3 people	2,8%
5.	Politeknik Negeri Padang	1 person	0,9%
<b>Total</b>		109 people	100%

Source: Primary Data Result, 2023

From Table 1, the respondents of this research were obtained from the University in Padang City. The results show that 80,7% of the respondents are from Universitas Andalas, 13,8% of respondents are from Universitas Negeri Padang, 1,8% respondents are from Universitas Dharma Andalas, 2,8% are from UPI YPTK, and 0,9% respondent is from Politeknik Negeri Padang.

**2. Description of Respondent based on Entry Year**

**Table 2 Respondent Characteristics Based on Entry Year**

No.	Entry Year	Amounts	Percentage
1.	2019	45	41,3%
2.	2020	23	21,1%
3.	2021	36	33,0%
4.	2022	5	4,6%
<b>Total</b>		109	100%

Based on Table 2, the respondents of this research are qualified based on the Entry Year. The table above shows that 41,3% of respondents' entry years are 2019, 21,1% of respondent's entry years are 2020, 33% of respondent's entry years are 2021, and 4,6% of respondents' entry years are 2022.

**B. Data Analysis**

**3. Validity Test**

The validity test in this research is obtained from the data output of SPSS 25. By comparing the correlation value of the r count with the r table, the results for each variable will be shown in the tables below. As the number of data used in this research is 109, the r table value with significance 5% that will be used is 0,176.

**1. Variable The Working Readiness of Accounting Student (Y)**

**Table 3 Validity Test Result Variable Y**

Statement Items	Items Correlation R Count	R Table Value (Sig. 5%)	Result
1	0,585	0,176	Valid
2	0,527	0,176	Valid
3	0,686	0,176	Valid
4	0,764	0,176	Valid
5	0,748	0,176	Valid
6	0,729	0,176	Valid
7	0,793	0,176	Valid
8	0,762	0,176	Valid
9	0,753	0,176	Valid
10	0,673	0,176	Valid
11	0,717	0,176	Valid
12	0,734	0,176	Valid
13	0,733	0,176	Valid
14	0,730	0,176	Valid

Source: Output Program SPSS 25, 2023

Variable Y in this research contains 14 statement items. Based on Table 3 above, the validity test result shows that all of the



items in this variable are valid. It has shown that the r count for each item is greater than that r table, as the requirement of the validity test is r count > r table value. So, the result of each statement item is valid because the requirements have been fulfilled.

**b. Variable Accounting Student Perceived Curricula and Competencies to Work with (X<sub>1</sub>)**

Variable X<sub>1</sub> in this research contains 6 statement items that have been tested. Based on Table 3 below, the validity test result shows that all of the items in this variable are valid. It has shown that the r count for each item is more significant than that of the r table, as the requirement of the validity test is r count > r table value. So, the result of each statement item is valid because the requirements have been fulfilled.

**Table 3. Validity Test Result Variable X<sub>1</sub>**

Statement Items	Items Correlation R Count	R Table Value (Sig. 5%)	Result
1	0,462	0,176	Valid
2	0,670	0,176	Valid
3	0,611	0,176	Valid
4	0,689	0,176	Valid
5	0,626	0,176	Valid
6	0,691	0,176	Valid

Source: Output Program SPSS 25,2023

**c. Soft Skills Gained by Accounting Students (X<sub>2</sub>)**

**Table 4. Validity Test Result Variable X<sub>2</sub>**

Statement Items	Items Correlation R Count	R Table Value (Sig. 5%)	Result
1	0,611	0,176	Valid
2	0,685	0,176	Valid
3	0,794	0,176	Valid
4	0,665	0,176	Valid
5	0,758	0,176	Valid
6	0,783	0,176	Valid
7	0,660	0,176	Valid
8	0,735	0,176	Valid
9	0,705	0,176	Valid
10	0,715	0,176	Valid

Source: Output Program SPSS 25,2023

Variable X<sub>2</sub> in this research contains 10 statement items. Based on Table 4 above, the validity test result shows that all of the items in this variable are valid. It has shown that the r count for each item is more significant than that of the r table, as the requirement of the validity test is r count > r table

value. So, the result of each statement item is valid because the requirements have been fulfilled.

**1. Reliability Test**

The reliability test is to test if the questionnaire is already consistent for each indicator of a variable. The questionnaire will be said to be reliable if the value of Cronbach Alpha has to be greater than 0,6. The reliability test result in this research is shown in the table below,

**Table 5. Reliability Test Result**

No.	Variable	Cronbach's Alpha	Value Limit	Result
1	The Working Readiness of Accounting Student (Y)	0,921	0,600	Reliable
2	Accounting Student Perceived Curricula and Competencies to Work (X <sub>1</sub> )	0,673	0,600	Reliable
3	Soft Skills Gained by Accounting Students (X <sub>2</sub> )	0,885	0,600	Reliable

Source: Output Program SPSS 25,2023

Based on Table 5, the result shows that for all of the variables, Cronbach's Alpha value is greater than 0,600. So, it can be concluded that all of the research variables are reliable.

**C. Descriptive Statistical Test**

A descriptive Statistical Test is used to give information about the number of samples, range value, minimum value, maximum value, mean value, and standard deviation of each variable. The result of the descriptive statistical variable is shown as follows:

Figure 1

Valid N 109

Source: Output SPSS 25,2023

Figure 1 above shows the descriptive statistics of this research for each variable. The explanation related to the descriptive statistics of each variable is as follows:

**1. The working readiness of accounting students (Y)**

The working readiness of accounting students in this research is the dependent variable. Based on the output SPSS above in Figure 41, this variable shows 109 samples with 28 as the range value. The minimum value of the dependent variable is 42. Meanwhile, its maximum value is 70. The mean of this variable is 58,74, and its standard deviation is 6,343. In this variable, the mean value is greater than its standard deviation. It indicates that the sample of the dependent variable is relatively stable, and the data deviations that occur are relatively small.

**2. Accounting student's perceived curricula and competencies to work with AI (X<sub>1</sub>)**

The first independent variable is accounting students' perceived curricula and competencies to work with AI in this research. Based on the output SPSS above in Figure 1, this variable shows 109 samples with 22 as the range value. The minimum value of this independent variable is 8. Meanwhile, its maximum value is 30. The mean of this variable is 20,53, and its standard deviation is 3,365. In this variable, the mean value is greater than its standard deviation, which indicates that the sample is relatively stable and the data deviations that occur are relatively small.

**3. Soft skills gained by accounting students (X2)**

The second independent variable is the soft skills gained by accounting students in this research. Based on the output SPSS above in Figure 1, this variable shows 109 samples with 20 as the range value. The minimum value of this independent variable is 30. Meanwhile, its maximum value is 50. The mean of this variable is 41,59, and its standard deviation is 4,464. In this variable, the mean value is more significant than its standard deviation, which indicates that the sample of the dependent variable is relatively stable and the data deviations that occur are relatively small.

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Y	109	28	42	70	58.74	6.343
X1	109	22	8	30	20.53	3.365
X2	109	20	30	50	41.59	4.464
Valid N	109					

C.D. Classical Assumption Test

1. Normality Test

The normality test is a test to examine whether the dependent and independent variables in this research are already distributed normally or not. This research uses One-Sample Kolmogorov Smirnov to do a normality test. The data will be stated as normally distributed if the Asymp. Sig. (2-tailed) value is >0,05. The Kolmogorov-Smirnov test's result will be shown in the figure below.

Figure 2. Normality Test

**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		109
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	3.62860432
Most Extreme Differences	Absolute	.065
	Positive	.065
	Negative	-.061
Test Statistic		.065
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

Based on the above normality test, all the data is normally distributed. It also shows that the significance value is 0,200,

more fabulous than 0,05. The conclusion is that the data for this research is normally distributed.

**1. Multicollinearity Test**

The multicollinearity test is a test to determine whether there is a correlation or relationship between independent variables in the regression model. To detect whether there is an occurrence of multicollinearity, the method used in this research is tolerance and Variance Inflation Factor (VIF). In the regression model, there is no occurrence of multicollinearity if the tolerance value is greater than 0,10 or the VIF value is less than 10. The result of the multicollinearity test in this research is shown in the table below:

Table 6. Multicollinearity Test

Variable	Tolerance	VIF	Result
Accounting student's perceived curricula and competencies to work with AI	0,971	1,030	Multicollinearity does not occur.
Soft skills gained by accounting students	0,971	1,030	Multicollinearity does not occur.

Source: Output SPSS 25,2023

From the result of the multicollinearity test above, the VIF value for both independent variables is less than 10, which is 1,030 for each. It also may be seen from both independent variable tolerance values more excellent than 0,1, which is 0,971 for each. It may be concluded that no multicollinearity occurs in this regression model.

**1. Heteroscedasticity Test**

The heteroscedasticity test in this research is the Glesjer Test. No heteroscedasticity occurs in the regression model if the significant value exceeds 0,05. The table below shows the heteroscedasticity test:

Table 7 Table Heteroscedasticity Test

No	Variable	Sig.	Result
1	Accounting student's perceived curricula and competencies to work with AI	0,457	Heteroscedasticity does not occur
2	Soft skills gained by accounting students	0,361	Heteroscedasticity does not occur

From the table heteroscedasticity test above, the significant values of accounting stud for each are 0,457 and 0,361. It means that both independent variables have a greater value

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than 0,05. So, the conclusion is that no heteroscedasticity occurs for the bot variable in this regression model.

**A. Hypothesis Testing**

**Partial Regression Test (t-Test)**

A partial regression test determines whether the independent variable has partially influenced the dependent variable. A partial regression test can be seen from the significant test by comparing the essential values. The independent variable partially influences the dependent variable if the considerable value is less than 0,05. Figure 2 below shows the result of the t-test.

**Figure 2. Partial Regression Test (t-Test)**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.740	3.674		2.107	.038
	Accounting students' perceived curricula and competencies to work with AI	.192	.106	.102	1.802	.074
	Soft skills gained by accounting students	1.132	.080	.797	14.125	.000

a. Dependent Variable: The working readiness of accounting students

Source: Output SPSS 25,2023

Identify the constructs of a Journal – Essentially a journal consists of five major sections. The number of pages may vary depending upon the topic of research work but generally comprises up to 5 to 7 pages. These arFrom the figure above, the formulation for multiple linear regression:

$$Y = 7,740 + 0,192 X1 + 1,132 X2$$

**The explanation:**

a. Based on Figure 2, variable accounting students' perceived curricula and competencies to work with AI (X1) has a significant value of 0,074, greater than 0,05. This means that the accounting students' perceived curricula and competencies to work with AI partially do not influence their working readiness. As Ghozali (2016) stated, if the significance value of the independent variable is less than the significance value of the dependent variable, it can be concluded that there is no partial influence of the independent variable on the dependent variable. So, the first hypothesis (H1) of accounting students' perceived curricula and competencies to work with AI has partially influenced accounting students' working readiness is unaccepted.

b. Based on Figure 2, variable soft skills gained by accounting students have a significant value of 0,000, less than 0,05. It may be concluded that the soft skills gained by accounting students have partially influenced the working readiness of accounting students. So, the second hypothesis (H<sub>2</sub>) of soft skills gained by accounting students has partially influenced the working readiness of accounting students is accepted.

**Simultaneous Regression Test (F Test)**

**Figure 3. Simultaneous Regression Test (F Test)**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2922.796	2	1461.398	108.936	.000 <sup>b</sup>
	Residual	1422.011	106	13.415		
	Total	4344.807	108			

a. Dependent Variable: The working readiness of accounting students

b. Predictors: (Constant), Soft skills gained by accounting students, Accounting students' perceived curricula and competencies to work with AI

Source: Output SPSS 25,2023

The F-test is used to examine whether the regression model of this research is the fit model. From Figure 3, the F value shows 108,936, whereas based on the F table (2,106), the value is obtained for 3,082. By comparing the F count and F table, 108,936 is more significant than 3,082. So, the relationship between the dependent and independent variables was concluded to be a structurally stable regression model.

**The Coefficient of Determination (R<sup>2</sup>)**

The coefficient of determination measures how far the regression model's ability explains the variation in the dependent variable. The coefficient of determination value is between zero and one. The small value of R<sup>2</sup> means that the ability of the independent variable to explain the variation in the dependent variable is minimal. A value close to one means that the independent variable provides almost all the information needed to predict the variation of the dependent variable. Figure 4 shows the result of the coefficient of determination test.

**Figure 4. The Coefficient of Determination**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.820 <sup>a</sup>	.673	.667	3.663

a. Predictors: (Constant), Soft skills gained by accounting students, Accounting students' perceived curricula and competencies to work with

b. Dependent Variable: The working readiness of accounting students

Source: Output SPSS 25, 2023

Based on Figure 4. the coefficient of determination is 0,673, more than zero. So the conclusion is that both independent variables in this research can explain the dependent variable, which is the working readiness of accounting students at 67,3 %. The other factors influence the rest of 32,7% of the dependent variable.

**Discussion**

**The Influence of Accounting Student's Perceived Curricula and Competencies to Work with AI on The Working Readiness of Accounting Students**

Based on the research above, the accounting student's perceived curricula and competencies to work with AI had

been rejected to partially influence the working readiness of accounting students. The significant value of this independent variable is 0,074, greater than 0,05. So, the  $H_1$  has been rejected in the partial regression test. The rejection of this hypothesis is based on determining criteria by Ghozali (2016) that stated if  $\text{sig} > 0,05$ . The hypothesis is rejected where the independent variable partially does not affect the dependent variable.

As mentioned by Andani et al. (2022), the future accountant has to obtain the basic skills from college to improve their performance in the workplace. By perceiving specific curricula and gaining better competencies in college, accounting students in the future must adapt to technology development more quickly. The college is where accounting students have their first stock of knowledge that will help them in their future work field, especially as accountants.

According to Handoko et al. (2020), the millennial accountant must be ready with the advanced technology to face the future of the accounting workplace. Khan et al. (2020) stated that, nowadays, artificial intelligence is a helpful tool in technically developing accounting and significantly impacts finance. The ability of artificial intelligence has become a must-have tool in the financial industry. So that the appearance of artificial intelligence can be controlled by humans properly unless the human role is placed by artificial intelligence. The human role must be improved by having excellent quality adapting to the Industrial Revolution.

The appearance of Artificial Intelligence become a helpful tool in the accounting field. As stated by Kuppenova et al. (2020), artificial intelligence has already helped accountants' jobs become quicker and more accurate. Accounting software has already been implemented at every level of the business environment. To control advanced technology such as AI, future accountants must refine their skills during college. Li (2020) has mentioned that the quality of human resources needs to be improved in Industry 4.0. In this term, the preparation for future accountant needs to be ensured from their college. By preparing accounting students with competencies and curriculum related to information technology, accounting students are ready to work with Artificial Intelligence.

Accounting students not only gained basic accounting knowledge, but information systems is also a basic competency received by accounting students. The accounting information systems provided by universities have become a helpful way for graduates to cope with information technology that will be used in the working world. As a future accountant living in Industrial Revolution 4.0, the competency to work with accounting software will be required to join the accounting working world. The appearance of AI in Industry 4.0 has been appropriately implemented in accounting software, so it will be a beneficial tool in making an accountant's job more accessible.

Refining accounting students' skills, especially to get more knowledge to work with AI, becomes a concern in preparing future accountants. Accounting software will continuously

develop into better systems in the future, so basic knowledge about AI from college is important as accounting students prepare. The job advertisement for an accounting professional will mainly require the ability of an accounting software user, and to be ready for the accounting workplace, accountant students must improve their skills to handle accounting software.

The preparation, such as getting more knowledge about how to work with AI through competencies and curricula received by students, is one of the solutions to avoid human replacement by technology. In Industry 4.0, the pace of advanced technological products made every production effective and efficient. The challenge is placed on the human role in the business environment as technology makes every output sector autonomous. Adapting and being ready for these changes is a must for accounting students to keep up with the developing accounting system technology.

### **The Influence of Soft Skills Gained by Accounting Students on The Working Readiness of Accounting Students.**

Based on the hypothesis testing above, soft skills gained by accounting students have been accepted in partial regression testing. The significant value is 0,000, which is less than 0,05, so the soft skills gained by accounting students have partially influenced the working readiness of accounting students. The acceptance of this hypothesis is based on determining criteria by Ghozali (2016) that stated if  $\text{sig} < 0,05$ . The hypothesis is accepted where the independent variable partially affects the dependent variable.

As examined by Aprilia (2021), soft skills students gain positively influence working readiness. This research also proved that soft skills influence accounting students' working readiness. Soft skills gained are one of the requirements in job vacancies nowadays, so accounting students are expected to be ready with the silky skills gained during college. Especially in Society 5.0, human quality is highly demanded by maintaining their soft skills.

According to Chin (2021), society 5.0 is the era where the quality of life must be improved, and soft skills will be highly demanded. The next chapter of the Industrial Revolution, Society 5.0, focuses on how humans and technology can be developed together. The changes in Society 5.0 are where humans use technology and depend on it. That is why the developed technology as the impact of Industrial Revolution 4.0 will undoubtedly be used to improve the quality of human beings in Society 5.0. The hard skills in Society 5.0 will decrease in demand because the work field needs more soft skills to create good human quality. Soft skills become the priority of future accountants who must behave.

Phan et al. (2020) also mentioned interpersonal skills, problem-solving, listening, communication, personal motivation, and professionalism, some soft skills needed to face the working world. This statement clarifies that soft skills are necessary for facing the working world. Every accounting student needs to realize that soft skills are essential in adapting to the future.



Tan & Laswad (2018) have mentioned that interpersonal skills are highly demanded in job vacancies. As one of the soft skills, the preparation of graduates is not only technical skills but soft skills will also be required. De Villiers (2010) also stated that the soft skills gained by accounting students in the future will be helpful for their career development. By having soft skills, graduates are expected to perform better.

Soft skills gained by accounting students will be helpful in the future. Nowadays, job vacancies are looking for soft skills. First, accounting students must be ready to have it for facing the future. In Society 5.0, the quality of humans controlling technology becomes the main focus. By increasing soft skills gained during college, accounting students are expected to be ready to face the working world. In the natural working field, soft skills help shape human character. If the problem arises in the future, human intelligence, such as emotional intelligence, which is a part of soft skills, will become a tool to control human behavior in the working world.

Soft skills must be along with hard skills gained by accounting students during college. In college, students may be unaware of how to acquire soft skills, such as interpersonal actions in a group discussion, controlling their emotions, effortlessly adapting to new environments, etc. Many things happened during college, shaping the human character that will be used in the future. The soft skills gained by accounting students will help them perform better actions in business environments as in their workplace.

The goal of Society 5.0 is to emphasize human quality in the middle of controlling technology development. The tremendous human character shaping by gaining soft skills is one of the best ways to keep up human performance in completing technology autonomously. The concern of this research is how accounting students will be ready for every change in the Industrial Revolution by having soft skills as their basic skills in facing the future. The uncertainty in the future will lead to human behavior being the answer to every single step taken to keep up with the changes in the Industrial Revolution. Soft skills have become helpful nowadays, especially in shaping the human character of accounting students as future accountants.

## CONCLUSION

This study aims to determine whether there are significant effects of accounting students' perceived curricula and competencies to work with AI and the soft skills gained by accounting students on the working readiness of accounting students. This study measures the working readiness of accounting students in Padang City to adapt to the developed Industrial Revolution 4.0 and Society 5.0. So, it may be concluded that accounting students' perceived curricula and competencies to work with AI partially have no significant effect on their working readiness. Soft skills gained by accounting students have a substantial impact on working readiness. The relationship between the study's dependent and independent variables is the structural stable or fit regression model. Finally, both independent variables can explain the variation factor of working readiness of Padang City's

accounting students in 67,3%, so both independent variables in this research can influence the working readiness of accounting students.

The research limitations are as follows:

- This research only used two independent variables: accounting students' perceived curricula and competencies to work with AI and soft skills gained by accounting students.
- The research samples used are only 109 data sets to represent the population of accounting student classes of 2019, 2020, 2021, and 2022 in Padang City to describe the working readiness of accounting students.
- This research uses a questionnaire to collect data, so the researcher cannot control the actual situation of the respondent's answers. Also, if there is difficulty in understanding each question to the respondent, the researcher cannot explain directly.

This research period covers the 2019, 2020, 2021, and 2022 accounting student classes in Padang City. It would be better if future researchers expanded the respondents' criteria using a broader research sample and used different independent variables to vary the factors that may influence the working readiness of accounting students. The external factors closely related to accounting students' working readiness are learning achievement, student interest, student organization experience, and others. Adding more references to improve and update the information related to each research indicator is also suggested. By conducting direct interviews with the respondents, it is hoped that future researchers will get a more realistic answer from the respondents.

The Industrial Revolution 4.0 and Society 5.0 made us adopt technological changes in all aspects. As a student, it must be better to be fully prepared to adapt quickly. The future working world will be easy to face by perceiving the suitable curricula and competencies. The quality of human beings also has to be better and continuously growing up in controlling the effects of the Industrial Revolution. By gaining soft skills, future technology won't be a threat to human beings anymore. So, this research is expected to provide implications for accounting students and universities to be well-prepared to face future changes.

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