

**COMPETENCY REQUIREMENTS OF ACCOUNTING GRADUATES:
PERCEPTION OF THE INDONESIAN STAKEHOLDERS
IN NUSA TENGGARA BARAT
AND BALI PROVINCES**

By

ANTHONY ANGGRAWAN

**Thesis Submitted to the College of Business, Universiti Utara Malaysia, in
Fulfillment of the Requirement for the Degree of Doctor of Philosophy**

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ABSTRAK

Kajian segera diperlukan bagi menyokong kualiti pendidikan perakaunan tinggi di Indonesia. Institusi pendidikan tinggi perlu mengambil kira perubahan dalam dunia perniagaan dan juga teknologi yang memerlukan keupayaan yang tinggi bagi memenuhi kehendak pihak yang ada kepentingan. Wujud jurang kemampuan antara permintaan pasaran kerja dan kedapatan tenaga kerja dalam profesion perakaunan.

Tujuan utama penyelidikan ini adalah menentukan tahap dan jenis kemahiran yang diperlukan oleh lulusan perakaunan, manakala objektif spesifik pula adalah untuk menilai kurikulum perakaunan peringkat tertiar, menentukan faktor yang menyumbang kepada kadar pengangguran dikalangan lulusan perakaunan, dan menentukan pertalian antara gabungan tahap pengalaman praktikum dan kemahiran lulusan perakaunan dengan kemahiran yang diperlukan dalam bidang pekerjaan. Kajian ini mendedahkan tahap kemahiran yang diperlukan dalam pasaran kerja dan menentukan kemahiran dalam kurikulum perakaunan bagi mempertingkatkan kualiti lulusan perakaunan.

Populasi kajian melibatkan beberapa kategori responden seperti ketua institusi pengajian tinggi, pensyarah perakaunan, lulusan perakaunan yang menganggur, lulusan perakaunan yang sedang bekerja, pengurus syarikat dan pentadbir institusi profesional. Teknik pensampelan kelompok, strata, dan berkadaran digunakan dalam memilih sampel kajian.

Jumlah kredit bagi kursus kemahiran tertentu tidak disediakan secukupnya, latihan praktikum juga tidak mencukupi dan kursus komputer tidak berorientasikan aplikasi dalam bidang perakaunan. Secara keseluruhannya, institusi pengajian mematuhi jumlah kredit yang digariskan dalam kurikulum nasional. Faktor-faktor yang menyebabkan pengangguran dikalangan lulusan perakaunan bukan hanya berkait dengan kemahiran sahaja, tetapi faktor penyebab lain seperti ramai penganggur mencari perkerjaan dan kekurangan jawatan. Penggunaan komputer dalam bidang perakaunan dan penggunaan komputer dikalangan lulusan perakaunan yang menjawat pekerjaan dalam bidang perakaunan juga turut dikemukakan. Kajian mendapati institusi pengajian tinggi gagal memenuhi keperluan seperti yang dinyatakan dalam teori pihak yang ada kepentingan. Seterusnya kajian menyokong teori pihak yang ada kepentingan yang menyatakan wujudnya hubungan yang signifikan diantara institusi pendidikan dan pengguna. Kajian ini juga melaporkan korelasi antara kemahiran yang diperolehi semasa mengikuti pengajian formal dan kemahiran yang diperlukan oleh pasaran kerja. Tahap kemahiran yang diperlukan dalam pasaran kerja dan kemahiran yang disediakan oleh Institusi Pengajian Tinggi juga turut dinyatakan.

ABSTRACT

There is an urgent need for studies to support the quality of higher accounting education in Indonesia. The higher education institutions should respond to the change of the business world as well as technology that requires high competency to satisfy the stakeholders. There is also the competency gap between the job market demand and the availability of man power in the accounting profession.

The main objective of this research is to determine level and type of competencies required by the accounting graduates, while the specific objectives are to evaluate the existing curriculum of accounting tertiary education, determine factors that contribute to the rate of unemployment among accounting graduates, and determine the correlation between the combination level of practical work experience and the proficiencies of accounting graduates with proficiency requirements in accounting jobs. The significance of the study is revealing the level and type of proficiencies needed by the job market and determining the necessary skill courses in the accounting curriculum that would improve the quality of accounting graduates, perhaps it may be of great important for the policy of curriculum development.

The study population comprises of several categories of respondent. They were heads of accounting tertiary institutions, accounting lecturers, unemployed accounting graduates, accounting employees, managers of companies, and key person of professional organization. To decide samples of each respondent, the cluster, stratified and proportionate techniques were employed.

The credit load of some skill courses has not been adequately provided; the practical skills provided are inadequate; and the most of computer skills classed provided have not been oriented to the application of accounting. In total credit load of overall courses, the education institutions comply with the national curriculum. It has also found that, the common factors leading to unemployment of accounting graduates have not just been related to the skill factors but also to the external factors such as too many job seekers and low vacancy. The greatest number of the use of computer in accounting job as well as accounting graduates fulfilling accounting jobs have also been attested in the study. The study discovered that that higher institution failed to fulfill the needs as highlighted by the stakeholder theory. Also importantly, the study reinforced the stakeholder theory that there is a significant relationship between the education institutions and the end users. Furthermore, the study divulges not only the correlation between the level of proficiency which the accounting employees obtained from formal education and that required by job market, but also the comparison of skill qualifications between state and private tertiary institutions, college and university, and large and small/medium companies. The levels of several skills demanded by job market and those obtained in tertiary educations have also been revealed.

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LIST OF ABBREVIATIONS

- Ak: Title given to an accountant (Title for accounting profession)
- CPA: Certified Public Accountant
- CPP: Certified Professional Purchaser
- CV: *Commanditaire Vennootschap* or incorporated (Inc.)
- D1: *Diploma 1* or Diploma One
- D2: *Diploma 2* or Diploma Two
- D3: *Diploma 3* or Diploma Three
- D4: *Diploma 4* or Diploma Four (S0 or Strata Zero)
- Depnaker: *Departemen Tenaga Kerja Indonesia* or Department of Labor of Indonesia
- DIKTI: *Direktorat Perguruan Tinggi* or Directorate General of Higher Education
- FEUI: *Fakultas Ekonomi Universitas Indonesia* or Economics Faculty of University Indonesia
- GPA: Grade Point Average
- IAI: *Ikatan Akuntan Indonesia* or Indonesian Accountant Association
- IBII: *Institut Bisnis dan Informatika Indonesia* or Institute of Business and Information of Indonesia
- IFAC: The International Federation of Accountants
- IPB: *Intitut Pertanian Bogor* or Institute of Agriculture Bogor
- IPK: *Indek Prestasi Kumulatif* or Cumulative Achievement Index
- ITB: *Intitut Teknologi Bandung* or Institute of Technology Bandung
- Kadin: *Kamar Dagang Indonesia* or the Chambers of Commerce and Industry
- Kopertis VIII: *Koordinator Perguruan tinggi Swasta Wilayah VIII* or Coordinator of Private Tertiary Education of Region VIII
- Mendikbud: *Menteri Pendidikan dan Kebudayaan* or Minister of Education and Culture, Republic Indonesia
- Mendiknas: *Menteri Pendidikan Nasional* or Minister of National Education, Republic Indonesia
- Menperindag: *Menteri Perindustrian dan Perdagangan* or Minister of Industry and Trade

MBB: *Kelompok Matakuliah Berkehidupan Berkebangsaan* or Society Existence Course group

MKB: *Kelompok Matakuliah Keahlian Berkarya* or Work Skill Course group

MKDK: *Mata Kuliah Dasar Keahlian* or Basic Skill Course

MKDKK: *Mata Kuliah Dasar Keahlian Khusus* or Basic Specific Skill Course.

MKDKU: *Mata Kuliah Dasar Keahlian Umum* or Basic General Skill Course

MKK: *Mata Kuliah Keahlian* or Skill Course

MKK&K: *Matakuliah Keilmuan dan Ketrampilan* or course group of science and skill

MKU: *Mata Kuliah Umum* or General Course

MPB: *Kelompok Matakuliah Perilaku Berkarya* or Work Behavior Course group

MPK: *Kelompok Matakuliah Pengembangan Pribadi* or Personality Improvement Course group

NTB: *Nusa Tenggara Barat* or West Nusa Tenggara

PPAK: *pendidikan profesi akuntansi* or Accountancy Profession Education

PT: *Perseroan Terbatas* or Limited Liability Company (Ltd)

QAA: The Quality Assurance Agency for Higher Education

S0: *Strata 0* or Strataero

S1: *Strata 1* or Strata One (Degree program)

S2: *Strata 2* or Strata Two (Master program)

S3: *Strata 3* or Strata Three (Doctor or Ph.D program)

SKS *Sistem Kredit Semester* or Semester Credit System

STEKNAS: *Sekolah Tinggi Ekonomi Nasional* or Higher Education of National Economic

STIE: *Sekolah Tinggi Ilmu Ekonomi* or Higher Education of Economic Science

UDIKNAS: *Universitas Pendidikan Nasional* or University of National Education

UGM: *Universitas Gajah Mada* or University of Gajah Mada

UI: *Universitas Indonesia* or University of Indonesia

UMPTN: *Ujian Masuk Perguruan Tinggi Negeri* or Entry Examination for Public Tertiary Education

UNDP: United Nation Development

VOC: *Vereenigde Oos-Indische Compagnie* (Dutch Incorporated)

CHAPTER 1

INTRODUCTION

1.1 Background of Research Problems

Accounting professionals over the last few decades have been subjected to considerable pressures (Gaffikin, 2008). These is due to rapid improvement in communication and technology, and greater accountability demands by societies (Gaffikin, 2008). Likewise, Rosiatimah Mohd Isa and Intan Marzita Saidon (2001) highlighted that accounting in this new millennium faces noticeable challenges in a complex and continuously changing business environment. However, information technology has received a great deal of attention in recent years, not only from the academic field, but also from the business world (Castel & Gorriz, 2007). Technological advances have created the need for professionals who are able to work with complex information systems (DeMong, Lindgren, & Perry, 1994; Albrecht & Sack, 2001; Iwa Sewaka, 2003). Thus, the expanding scope and complexity of accounting services and exponential advanced in information technology were threatening accounting practices (American Accounting Association, 2008). Furthermore, the impact of information technology on business in general and on the role of the accounting professionals in particular is widely acknowledged (Larres, Ballantine, & Whittington, 2003). As a consequence, accounting education institutions should respond to the changes of the business world (Satriyo Soemantry Brodjonegoro, 2004) as well as

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