

Factors Influencing Indonesia Accounting Education and The Readiness of Indonesia Accounting Students in The ASEAN Economic Community (AEC)

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Abstract: *This study aims to investigate factors influencing Indonesia accounting education development and the readiness of Indonesia accounting students for the forthcoming ASEAN Economic Community (AEC). This study also tests for a possible correlation between the factors influencing accounting education and the readiness of Indonesia accounting students. Population is drawn from all Indonesia accounting students who studying at Balikpapan University, Indonesia in 2015. Questionnaires are used to collect data from the samples. This study find that English language skills, Moral and ethical issues of accountants, Knowledge of international accounting standard (IFRS), Readiness of universities teaching accounting programs and Knowledge about AEC were the most important factors influencing Indonesia accounting education development. There are statistically significant differences between groups of student year on all readiness factors in term of English skill and other language skills (neighbor countries). There were possible correlations between the factors influencing Indonesia accounting education and readiness of the Indonesia accounting students, which are other English skills, other language skills, Political issues around AEC member countries and readiness of universities. The present study indicates strengths and weakness of Indonesia accounting students. Indonesia universities have a duty to train, develop, and improve their own accounting students in order to successfully compete with accounting students from other AEC member countries.*

Keywords : *ASEAN, ASEAN economic community, Indonesia, Accounting*

1. Introduction

The development of Indonesia society today has brought great influence in the education system of accounting. Our country is a developing country which requires skilled personnel and has the expertise to build the country, therefore, education is the main priority that has an important role for the development and progress of the nation. Accounting education, especially higher education organized accounting in college intended to educate students to be able to work as a professional accountant who has knowledge in the field of accounting. Here the role of educational institutions is essential to produce quality accounting graduates to compete in the world of work.

With increasing competition in the economic sector and the technology sector in the region, located in nine countries of ASEAN countries are preparing to put together with the establishment of the AEC (ASEAN Economic Community) is a single market and production base, the economic region that is highly competitive, with a construction area fair economy, and thanks to the integrated region into the global economy. AEC can AECn a free market for ASEAN region .. The impact of the creation of AEC is the creation of a free market in the field of capital, goods and services, and labor. The consequences of the impact aliaran AEC agreement for ASEAN countries, the impact of the free flow of services, the impact of the free flow of investment, the impact of the free flow of skilled labor, and the impact of the free flow of capital. This was done in order to increase the competitiveness of ASEAN and to attract foreign investment.

The AEC will allow the state to sell not only goods and services but also the professional workforce, from 8 labor services can move freely throughout ASEAN, one of whom is a professional accountant. While the market share accounting services in Indonesia is very large, but not followed by an adequate number of accounting profession, so it is likely that the market share of ASEAN accountants entered lainnya. Menurut Head PPAJP, the number of professional accountants Indonesia still far behind Singapore, which reached 26 572 people , Thailand and the Philippines as many as 52 805 people 21 031 people, while Indonesia IAI members and as many as 14 735 people IAPI members amounted to 1,511 people. To that end, the government needs to prepare the relevant provision of economic faculty competence standard accounting department in order to produce accounting graduates who are ready to face the competition scope of ASEAN and global competition.

Higher education has an important role in supporting the establishment of AEC and to prepare the people of Indonesia to deal with regional integration. Indonesia human resources in the value not yet fully prepared to face Asean Economic Community, so that

Indonesia human resources should be in sharpening and strengthened through skills. Because, well-trained workforce is much more important than the well-educated workforce. HR educated without adequate competition can be defeated by skilled labor and trained. At present higher education institutions are encouraged to produce international quality graduates equipped with professional skills, language skills and intercultural skills. Liberalization of trade in education services is an opportunity for higher education institutions to welcome foreign students, especially from ASEAN member countries. But basically the higher education institutions should improve faculty, curriculum and facilities to meet international standards. In addition, higher education also are required to develop good skills in collaboration with the institutions or other parties and the development of student activity unit. Which is expected to create an educated human resources with the skills trained.

So it can be realized, that education, especially higher education has an important role in supporting the establishment of AEC and to prepare the people of Indonesia to deal with regional integration. Indonesia human resources in the value not yet fully prepared to face Asean Economic Community, so that Indonesia human resources should be in sharpening and strengthened through skills. Because, well-trained workforce is much more important than the well-educated workforce. HR educated without adequate competition can be defeated by skilled labor and trained. The accounting profession has developed rapidly along with the development of business and public sector management. Various services offered by the accounting profession, among others, include bookkeeping, preparation / compilation of financial statements, management services, management accounting, management consulting, tax services, services agreed procedures over financial information, services of information technology systems, accounting education, and services in the field of audit (including the provision of expert testimony in court). To be able to provide services in a professional

manner then the required knowledge, skills, and adherence to behavior of ethic set by professional associations.

2. Background of ASEAN Economic Community

The ASEAN Economic Community (AEC) was first formed in 2003. At the 9th ASEAN Summit in Bali, all ASEAN member countries agreed to immediately to realize the ASEAN economic integration more tangible and significant through the establishment of ASEAN Community in the economic one ASEAN namely the ASEAN Community. The ASEAN Economic Community is a form of economic integration of ASEAN which is planned to be achieved by 31 December 2015. More than a decade ago the ASEAN leaders agreed to form a market in Southeast Asia in late 2015. This was done in order to increase the competitiveness of ASEAN as well as China and India could compete to attract foreign investment. Foreign investment in the region is needed to boost employment and improve welfare. The establishment of a single market which is termed the ASEAN Economic Community (AEC) This will allow the country to sell goods and services easily to other countries throughout Southeast Asia so the competition will be intense. AEC is not only open up the flow of trade in goods and services, but also the labor market professionals, such as doctors, lawyers, accountants, and others. AEC requires the abolition of rules that have plagued the recruitment of foreign labor. Restrictions, particularly in the labor sector professionals are encouraged to be abolished. So in essence the AEC will be more opportunities of foreign workers to fill a variety of positions and professions in Indonesia were closed or minimal foreign labor. A number of defined terms such as payment of Indonesia language and certifications related professional institutions in the country. AEC is one of the objectives of regional economic integration in 2015

As the concept of ASEAN economic integration, AEC will be the start of a new round of inter-State relations of ASEAN as a single market and a single production covers an area

of free trade, removal of trade tariffs among ASEAN countries, labor markets and free capital flow in and out as well as the ease of the procedure between ASEAN Countries.

3. Mutual recognition arrangements for specific occupations in the AEC

The strategy is required to address these challenges. Strategies for coping with AEC broadly grouped into the three part namely regulation, competency standard, and personal commitment. With the Mutual Recognition Arrangement on Accountancy Services, the Indonesia government as a regulator in this case the Ministry of Finance has issued Regulation of the Minister of Finance of the Republic of Indonesia Number 25 / PMK.01 / 2014 on Accounting Beregister Februjari State on July 3, 2014. On this accountant PMK, the government overhaul procedures in the way a person to be registered in the State Register of Accountants conducted by the Center of Accounting and Appraisal Service (PPAJP) and the title of accountant (Ak). It is very important to clarify the position of accountant registered.

Theoretical Framework

This research refers to research Suttipun, 2012 which examines the factors that influence the readiness of accounting students in Tahiland face of AEC. He conducted on accounting students at Prince of Songkla University in Thailand found that English language skills, moral and ethical issues related to accounting education accounting. Concerning the accounting student preparedness to face the AEC, moral and ethical issues of accounting, teamwork, basic computer skills and the readiness of the university is connected. However, the problem of knowledge of the ASEAN member countries, other skills, knowledge of international accounting standards and accounting in the ASEAN market competition are factors associated with accounting student readiness to face the AEC. Wakhyudi, 2012 studied that readiness of accounting student in Indonesia on Asean Economic Community. He found the strategy is required to facing AEC in grouped in three parts, namely regulation, competency standards, and personal commitment. Abda'i et al ,2014 research readiness

universities in Indonesia facing Asean Economic Community. He describes readiness universities in Indonesia facing Asean Economic Community especially in preparing curriculum and courses, strategies and assessment of learning, educators and education man and quality insurance result and outcomes in each department or study program. He found that the department or study program in general with attention on the preparation of curricula and courses, strategy and assessment of learning, educators as well as quality assurance and results outcome entire department / study program studied had been preparing themselves to face Asean economic community in 2015. Pongtanee, 2008 studied the characteristics of accounting students based on organizational support and authority by using the four perspective namely knowledge, skills, values and personality of accounting graduates. She found that the organizations and authorities expected accounting graduates to concentrate on value and morality the most. Coming in a second place were graduates who were skillful, knowledgeable and of good personality, respectively. Sinlarat, 2011 also found that there was a relationship between education development and ethical issues, knowledge issues, capability issues, relationship and responsibility issues, and analisys, communication, and technology skill issues. This was because the education ministry had set standard for undergraduate studies in 2010 to develop and improve the quality of education and students following the five dimensions, ethics, knowledge, capability, relationship, and responsibility, and analisys, communication and tehchnology skill topics. Moreover, Kaewphap, 2011 mentioned that teaching accounting needs to be in accordance with the qualifications framework for higher education and the standards for accounting professionals as determined by Federation of Accounting Professions. She also stated that it is quite important to integrate the teaching.

As continual learning becomes increasingly important in a rapidly changing economy, the challenge for lecturers is to ensure that their teaching remains effective in helping

working adult learners acquire new skills and knowledge. Seet, 2005 Effective lecturing skills encompasses the need to make clear explanations in their delivery, generate student interests in the topics taught, make persuasive arguments to help students understand, and vary student activities to make learning more fun and enjoyable. A balanced approach to applying these 4 pillars of lecturing skills would go a long way towards enabling the lecturer to teach more effectively and better facilitate learning among students. The Singapore economy is undergoing rapid structural changes with new industries emerging while old industries slow down. This AEC that workers have to constantly acquire new knowledge and skills to take on the new challenges in the economy. Teaching and learning in a changing economy takes on a new perspective in the light of a rising number of adult learners who work by day and become students in the evening. This paper examines the different strategies that lecturers could implement to enhance their teaching and facilitate students in their learning experiences.

Students are a key stakeholder group when it comes to examining views about developing skills and attributes to equip them for a career in the accounting profession , Kavanagh and Lyndal, 2008. The findings of the present study reveal that students rated continuous learning as the most important skill to future careers and, in terms of the Jones and Sin, 2003 model, were focused on developing routine technical expertise, oral and written communication skills, analytical and problem-solving skills and appreciative skills including decision-making and critical thinking. Indicative of their stage of life, students focused on ongoing development of personal skills such as professional attitude, self-motivation, leadership and the ability to work in a team. However, what is of concern is the emphasis currently being placed during accounting programmes on skills that students regard as important. It would appear that the only skills being delivered in accordance with the expectations of students in this study are routine accounting and research skills. Because

student motivation to learn and acquire skills is often driven by perceptions about the relevance of these skills to their careers, the findings of the paper have important implications for accounting educators. With regard to employers, they are expecting graduates entering the profession to have as the top three skills analytical/problem solving skills, a level of business. Stueb, 2008 connect the environmental incentives and ethical issues from two different reporting environments. It provides two different scenarios that allow students to identify and grapple with multiple incentives and resultant ethical dilemmas present in the academic reporting environment. A summary then requires students to link stakeholders, activities, incentives, and dilemmas in the academic environment to corresponding situations in the financial reporting environment. The purpose of the case is threefold: (1) It makes students *aware* of the incentives and ethical issues present in various reporting environments. (2) By explicitly linking the academic and financial reporting environments, students see the relevance of ethics in their current lives and are *motivated* to develop ethical habits now in order to prepare for the challenges that will occur later in their careers. (3) The case forces students to *practice* making decisions in situations with conflicting incentives and ambiguous or nonexistent legal guidance. Strong conflicting incentives can cloud and compromise even the purest of intentions. Dealing with these conflicts early and often can mature one's judgments and improve the decision-making process.

4. Methodology

This study a survey research that investigates the factors influencing Indonesia accounting development and the readiness of Indonesia accounting students. Population of this study is drawn from all Indonesia accounting students who were studying at the Balikpapan University, Indonesia in 2015. This study uses the whole population as a sample that contains 222 accounting students. Questionnaires are used to collect data from the sample. There were Three sections in the questionnaire: student' demographic information, factors

influencing the potential development of Indonesia accounting students, and readiness of Indonesia accounting students in the AEC based on 5-point Likert scale ranging from 1 (least important) to 5 (most important) (see Wilmshust and Frost, 2000). The questionnaires were distributed to 222 accounting students from the Faculty of Economic, Balikpapan University during 2015. Data entry was assessed twice by researcher and assistance researcher. The two sets of entry data were compared and adjusted if there was a difference in data entry between the first and second time. The final data set was transferred to the statistic software program namely SPSS, version 17. To explain the Indonesia accounting student' demographic information, descriptive analysis by using frequency and percentage was used. To examine the factors influencing Indonesia accaounting education development into the AEC, and the potential of Indonesia accounting student, including the relationship between both of them, descriptive analisys, ANOVA, and correlations were used.

5. Findings

From the 222 .respondents the descriptive information is shown in table 1. As a result, there were 77 first year students, 58 students in the second year, 82 in the third year, and 5 in the last year of undergraduate study. There were 46 male and 176 .female students. The most common age of the Indonesia accounting students was between 19-20 years (52.3%). The most common GPA of the accounting student was 3.00 to 3.49 (58.1%) The most common media interest was internet 116 (52.3%). And the most common to have a plan master degree was 152 (60.8%).

To examine the factors influencing the Indonesia accounting education development into the AEC, descriptive analysis is drawn. All information is summarized in table 2. The finding show that English language skill was the most important factor influencing Indonesia accounting education when entering the AEC. This is because English language, at the moment, is respected as the most common language of the world that many people around the

world use for communication. Moreover, many countries in the AEC countries accept English language as their first language such as Malaysia, Singapore, and the Philipines. Moral and ethical issues of accountans and knowledge of international accounting standard (IFRS) were the second and third common factor affecting Indonesia education. It is because the new international accounting standards and regulations have been launched a few years ago, which makes it necessary for Indonesia accounting student to learn and practice more. On the other hand, other Readiness of universities teaching accounting programs was fourth. This may because Indonesia accounting students strongly believe that a university that provides a course curriculum for students is the most important place to develop and improve the abilities and skills. On the other hand, other knowledge about AEC, competition between accountans in AEC, teamwork, knowledge about accounting occupation, basic computer skills, technology about accounting i.e. accounting software, other language skills (neighboring countries), knowledge about culture of AEC member countries, political issues around AEC member countries and change in management (ability) were the less common factors affecting the accounting education to AEC development. This may be because the Indonesia government, universities, and lecturers do not pay much attention on this topic when teaching and talking to their students.

Table 3 and table 4 shows the factors influencing Indonesia accounting education to the AEC following by the accounting student's year. As the results, many factors influencing accounting education are placed by all year students as the most important factors, such as basic computer skills, team work and readiness of universities. On the other hand, only third and fourth year student paid more attention to knowledge of international accounting standards than the first and second year students. Moreover some factors suchs as political issues, English skill, technology about accounting, knowledge of IFRS and competition between accountant in AEC are found as an important factors for third and fourth year

students rather than students in earlier years. This is because the last year accounting students have gotten more information about the forthcoming AEC than other year students. Therefore, the last year students know what the important factors are for them, if they have to work in the ASEAN economic community.

By using ANOVA to test whether there are differences between accounting student each year on the factors influencing accounting education development, the findings show that most factors between groups of student are not differences. However, there are some factors that find statistically significant differences between student groups ($P\text{-Value} < 0,005$).

To investigate the readiness of Indonesia accounting students facing the AEC, Table 6 provides the relevant information. As the results, English language skill was the most important factor influencing Indonesia accounting education towards the AEC, Indonesia accounting students were already for it because they ranked this topic as the second readiness factor. Knowledge about accounting occupation and political issues around AEC member countries were still in high rankings from the respondents' opinion as much as the factors influencing Indonesia accounting education towards the AEC. This may be because as the AEC issue as the first priority and develop their students for the new international competition. It is not surprise that Indonesia accounting student ranked the readiness of universities teaching accounting program and knowledge about AEC as the last topic. This may be because they are not ready for it because there is not enough information for them. However, knowledge about culture of AEC countries and other language skill as the priority. This may be because they are interesting to know and to learn a third language related to neighboring countries. Moreover, this topic was in the same ranking between readiness of accounting students and factor influencing Indonesia education towards the AEC. Even though, international accounting standards have been introduced in Indonesia in 2010, Indonesia accounting students were still not ready to work with the IFRS. Therefore, an important job of the

Indonesia universities is to provide information about IFRS and teaching it to their accounting students as well as providing information about the forthcoming AEC.

Table 7 shows the readiness of the Indonesia accounting students towards AEC following by the accounting student's year of study. The results show that there was an increase in the readiness of the accounting students from the first year students to the fourth (last) year students, such as English skill and other language skills (neighbor countries). This information indicates that university had provided foreign language subjects especially English language skill to its student. However some topics cannot be justified by the year of the accounting student, such as Knowledge about AEC, competition between accountant in AEC and knowledge about accounting occupation, knowledge about culture of AEC countries, Knowledge of international accounting standards, technology about accounting political issues around AEC members countries and change of management (ability). This information indicates that educational system of Indonesia universities can not develop and can not improve the readiness of their own students to get more abilities and skills for the competitive situation of the AEC.

Table 8 shows the readiness of the Indonesia accounting students towards AEC following by the accounting student's year of study. The results show that there was an increase in the readiness of the accounting students from the first year students to fourth (last) year students. Using ANOVA to test whether there are differences between accounting students each year, the findings indicates that there are statistically significant differences between groups of student year on most readiness factors (P-value <0.05).

Readiness of the Indonesia accounting students facing the AEC following by the year of study, table 8 provides the relevant information. The result show that there was an increase in the readiness of the accounting students for the second year students with a AEC of 4.3522, first year student was on the order of two with AEC 4.3163 further third year student in third

place with a AEC of 4.2552 and the last sequence or fourth in the fourth year students. If viewed from the AEC is there, then each year group has a difference in value between one another. This information indicates that educational system of Indonesia universities can develop and improve the readiness of their own students to get more abilities and skills for the competitive situation of the AEC. Using ANOVA to test whether there are differences between accounting students each year, the finding indicate that there are statistically significant differences between groups of student year on most readiness factors ($P\text{-Value} < 0,05$).

To examine the correlation between the factor influencing the Indonesia accounting education development and readiness of Indonesia accounting students, correlation are used in table 9. As the result, there was a positive correlation between the factors influencing Indonesia education and readiness of accounting students for following topics, English skills, other language skills, Political issues around AEC member countries and readiness of universities. On the other hand, there was a negative correlation for the knowledge of international accounting standards and teamwork. However, this study cannot find a possible correlation in other topics ($P\text{-value} > 0,05$). For example change of management (ability), technology about accounting, knowledge about culture of AEC countries Knowledge about accounting accupation, competition between accountant in AEC, knowledge about AEC, basic computer skills and moral and ethical issues of accountants. This may be because the universities

6. Conclusions

The present study aims to investigate factors influencing Indonesia accounting education development, and readiness of Indonesia accounting students for the forthcoming ASEAN Economic Community (AEC). The study also tests for a possible correlation between the factors influencing Indonesia accounting education development and the

readiness of Indonesia accounting student. This study find that English language skills, Moral and ethical issues of accountans, Knowledge of international accounting standard (IFRS), Readiness of universities teaching accounting programs and Knowledge about AEC were the most important factors influencing Indonesia accounting education development. On the other hand, Competition between accountans in AEC, Teamwork, Knowledge about accounting occupation, Basic computer skills, Technology about accounting i.e. accounting software, Other language skills (neighboring countries), Knowledge about culture of AEC member countries, Political issues around AEC member countries and Change in management (ability) were the least common factors affecting the education in Indonesia. There are statistically significant differences of factors influencing Indonesia accounting education development between groups of accounting students in terms of English skills, Change of management (ability), Technology about accounting, Knowledge of international accounting standards and Moral and ethical issues of accountants. In readiness of Indonesia accounting students towards AEC, Knowledge about accounting accupation, English skills, Political issues around AEC member countries Knowledge about culture of AEC countries and Other language skills (neighbor countries) were the most common themes. However, Change of management (ability), Technology about accounting, Basic computer skills and Knowledge of international accounting standards were the least commont points in the readiness of the Indonesia students. There are statistically significant differences between groups of student year on all readiness factors in term of English skill and other language skills (neighbor countries). There were possible correlations between the factors influencing Indonesia accounting education and readiness of the Indonesia accounting students, which are other English skills, other language skills, Political issues around AEC member countries and readiness of universities. The present study indicates strengths and weakness of Indonesia accounting students who have to face and compete with other accounting students from AEC

countries in the near future. Therefore, Indonesia universities have a duty to train, develop, and improve their own accounting students in order to successfully compete with accounting students from other AEC member countries. For example, there may be a development and an improvement of the Indonesia accounting content, curriculum, and education. Moreover, Indonesia universities should also focus on the improvement of their student's skill, not only accounting knowledge but also other skills as well such as foreign languages, technology and communication, and culture and believe in the AEC. This is because if Indonesia accounting students really do not know about other countries' culture or believe, it is so hard to work there or work together.

7. Limitations

This study and the results also have some limitations. There may be other factors influencing Indonesia accounting education development that this study did not bring to consider. Another limitation of this research is the number of samples used as they are from only one institution in Indonesia. There are more than 100 universities in Indonesia, therefore, the samples may not be reflected all Indonesia accounting students views. This study also lack the comparison of the factors affecting accounting education and readiness of the student with other ASEAN member countries. Therefore, comparative studies of factors influencing accounting education development and readiness of ASEAN accounting students in other ASEAN countries will be studied in the near future.

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Table 1: Descriptive information of the respondents

Topic	Frequency	Percentage
Student' Year		
Year 1	77	34.7
Year 2	58	26.1

Year 3	82	36.9
Year 4	5	2.3
Sex		
Male	46	20,7
Female	176	79,3
Age		
17-18 year old	36	16.2
19-20 year old	116	52.3
21-22 year old	62	27.9
23-24 year old	6	2.7
Over 25	2	0.9
GPA		
Below 2.00	0	0
2.00-2.99	25	11.3
3.00-3.49	129	58.1
Over 3.50	68	30.6
Media Interest		
Radio	5	2.3
TV	55	24.8
Internet	116	52.3
Newspaper	12	5.4
Friends	17	7.7
Teachers	11	5.0
Other	6	2.7
Master degree plan		
Have a plan	152	60.8
No plan	87	39.2
Total	222	100

Table 2 : Factors influencing Indonesia accounting education the AEC

Factors	AEC	S.D.	Ranking
English skills	14.0000	0.000	1

Moral and ethical issues of accountans	10.3514	3.472	2
Knowledge of international accounting standard (IFRS)	9.8559	3.009	3
Readiness of universities teaching accounting programs	9.3874	3.512	4
Knowledge about AEC	8.4640	3.224	5
Competition between accountans in AEC	8.0631	2.909	6
Teamwork	6.8468	3.108	7
Knowledge about accounting occupation	6.7387	2.579	8
Basic computer skills	6.3378	3.547	9
Technology about accounting i.e. accounting software	5.5676	3.772	10
Other language skills (neighboring countries)	4.9685	3.444	11
Knowledge about culture of AEC member countries	4.9459	2.776	12
Political issues around AEC member countries	4.8288	2.670	13
Change in management (ability)	4.5946	3.330	14

Table 3: Factors influencing Indonesia accounting education according to student's year of study

Factors	Year 1	Year 2	Year 3	Year 4
English skills	5.078	3.966	5.536	5.600
Other language skills (neighbor countries)	5.168	4.55	5.122	3.200
Change of management (ability)	5.013	4.897	4.589	5.200
Political issues around AEC member countries	8.065	7.845	9.269	8.600
Technology about accounting	8.091	8.224	7.866	9.000
Knowledge of international accounting	4.168	3.965	5.329	6.400

standards				
Knowledge about culture of AEC countries	4.805	6.397	5.732	5.000
Knowledge about accounting accupation	7.143	6.138	5.878	3.800
Competition between accountant in AEC	6.987	6.362	7.0732	6.600
Knowledge about AEC	6.883	6.879	6.451	7.600
Basic computer skills	9.831	9.983	9.820	9.200
Teamwork	9.207	10.448	8.865	8.400
Moral and ethical issues of accountants	10.673	11.241	9.378	11.000
Readiness of universities	10.023	114.00	10.675	10.101

Table 4: Descriptives factors influencing Indonesia accounting education according to student's year of study

Year	N	AEC	Std. Deviation
1	77	7.5083	.04913
2	58	7.4926	.05627
3	82	7.4939	.05522
4	5	7.4000	.22361
Total	222	7.4965	.06273

Table 5: ANOVA

	Sum of squares	df	AEC Square	F	Sig.
Between Groups	.059	3	.020	5.270	.002
Within Groups	.811	218	.004		
Total	.870	221	.020		

Table 6 Readiness of the Indonesia accounting students towards AEC

Readiness	AEC	S.D	Ranking
Knowledge about accounting accupation	4.5701	0.540	1
English skills	4.5135	0.536	2
Political issues around AEC member countries	4.5045	0.615	3
Knowledge about culture of AEC countries	4.4842	0.585	4
Other language skills (neighbor countries)	4.4640	0.583	5
Change of management (ability)	4.4595	0.650	6
Technology about accounting	4.4279	0.540	7
Basic computer skills	4.3348	0.553	8
Knowledge of international accounting standards	4.2670	0.623	9
Competition between accountant in AEC	4.1991	0.600	10
Knowledge about AEC	4.1946	0.670	11
Readiness of universities teaching accounting programs	4.1935	0.630	12
Moral and ethical issues of accountants	3.9457	0.672	13
Teamwork	3.8824	0.716	14

Table 7: Readiness of Indonesia accounting students according to the student's year of study

Readiness	Year 1	Year 2	Year 3	Year 4
English skills	4.480	4.500	4.536	4.600

Other language skills (neighbor countries)	4.493	4.568	4.357	4.600
Change of management (ability)	4.506	4.569	4.342	4.400
Political issues around AEC member countries	4.506	4.569	4.341	4.400
Technology about accounting	4.467	4.569	4.524	4.000
Knowledge of international accounting standards	4.441	4.500	4.392	4.000
Knowledge about culture of AEC countries	4.325	4.249	4.159	4.400
Knowledge about accounting occupation	4.467	4.586	4.439	4.200
Competition between accountant in AEC	4.246	4.221	4.200	4.200
Knowledge about AEC	4.090	4.344	4.207	3.600
Basic computer skills	4.415	4.234	4.280	4.200
Teamwork	3.948	3.948	3.792	3.600
Moral and ethical issues of accountants	4.051	3.944	3.865	3.800
Readiness of universities	3.948	3.965	3.963	3.800

Table 8 Descriptive of Readiness Indonesia accounting students according to the student's year of study

Year	N	AEC	Std. Deviation	Std. Error	95% Confidence Interval for AEC		Min.	Max.
					Lower Bound	Upper Bound		
1	77	4.3163	.31509	.03591	4.2448	4.3878	3.36	5.00

2	58	4.3522	.28410	.03730	4.2775	4.4269	3.71	5.00
3	82	4.2552	.36937	.04079	4.1741	4.3364	2.64	5.00
4	5	4.1429	.29881	.13363	3.7718	4.5139	3.79	4.57
Total	222	4.2992	.32968	.02213	4.2556	4.3428	2.64	5.00

Table 9: Correlation between the factors influencing Indonesia accounting education and readiness of Indonesia accounting students

Factors-Readiness	Pearson Correlation	Sig (2 tailed)
English skills	0,126	0,000***
Other language skills (neighbor countries)	0,073	0,004***
Change of management (ability)	-0,024	0,053
Political issues around AEC member countries	0,030	0,004***
Technology about accounting	0,110	0,245
Knowledge of international accounting standards	-0,010	0,011**
Knowledge about culture of AEC countries	-0,058	0,520
Knowledge about accounting accupation	0,013	0,141
Competition between accountant in AEC	0,099	0,942
Knowledge about AEC	0,076	0,109
Basic computer skills	0,023	0,058
Teamwork	-0,073	0,047*
Moral and ethical issues of accountants	-0,304	0,213
Readiness of universities	0,011	0,003***