

**A STUDY ON THE CORE CURRICULUM OF ACCOUNTING  
AS THE COMPETENCIES BUILDER OF THE  
ACCOUNTING GRADUATES  
(A Study on The Accounting Graduates Who Work at Private  
Companies, State Companies, Non-Profit Organizations,  
And Public Accountant Firms in Surabaya)<sup>1</sup>**

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**ABSTRACT**

*As generally known accounting graduates are considered to have low quality. Based on recent studies and practitioners experience, there are two reasons for this: (1) accounting curriculums are not matched with up to date practices, and (2) they were not introduced to real practices that they will face when they have finished their study. The objective of this study are (1) to obtain an empirical evidence about accounting practitioner competences, and (2) establishing a curriculum structure that is relevant with user needs.*

*The study used and are sent questionnaire to two hundreds respondents (accounting practioners) in Surabaya. They asked to rate on one to five point Likert type scale the importance of accounting competents (in knowledge, skills, and ethics), and the importance of subjects needed in developing these competencies as well. The subjects listed based on government regulation No. 232/U/2000 and UU No. 045/U/2002. The scale is set low importance to one and high importance to five rating.*

*This paper reports competencies and subjects listed on detail ranked in order of mean score. Competences and subjects with higher rank are needed in today practice. The Accounting Department is suggested to use this result in designing its curriculum for reducing gap between practice and education and to improve accounting graduates' quality.*

**Keywords** : Competency, Curriculum , Accounting Education, Accounting Graduates.

**BACKGROUND**

Up to the present time, the education of accounting is considered unable to result in

qualified graduates. Various researches bring forward a judgment that there is a mismatch between education and the needs of profession practices as the result of the lack of scientific research in education referring to updating curriculum and syllabus (Albreth & Sack, 2000; Jacobs, 2004; Hawkes, 2005). The same condition occurs in Indonesia. Machfoedz's

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<sup>1</sup> Respondents in this first year study were Accounting Graduates who work at private companies, state companies, and Non-Profit Organizations. Accounting graduates who work at public accountant firms would be involved in next second year study.

research showed that there is a gap between the needs of the business world and the academic competencies of graduates (Machfoedz, 1999). In addition the practitioners (of both private and government) assume that accountants who have just graduated generally do not acquire a proper standard of competency. (Windiarsono, 2002; Yunus, 2002; Hanjari, 2002).

In 2003, the International Federation of Accountants (IFAC) issued seven International Education Standards (IES), which should have been applied effectively on 1 January 2005, especially for accounting education. These standards became the global manual to result in professional accountants. The seven standards are: (1) Entry Requirement to A Program of Professional Accounting Education, (2) Content of Professional Accounting Education Program, (3) Professional Skill Contents, (4) Practical Experience Requirement, (6) Assessment of Professional Capabilities and Competence, and (7) Continuing Professional Development (Media Akuntansi, 2005).

To implement the IES in Indonesia, the management of accounting education is expected to construct the curriculum and syllabus that are relevant to the needs of both users and professionals. The curriculum design should contain knowledge (IES 2), skill (IES 3), and ethics (IES 4). So far, the accounting curriculum has been designed based on the titles of any textbook, so that a clear construction to build a solid integrated unity of the course subjects can not be obtained. This matter causes overlapping subjects and reduces the education efficiency, thus, it does not bring positive impact for improving the quality of accounting graduates (Suwardjono, 2005). Viewed from the teaching process, the present curriculum emphasizes on the academic side focusing on the mastery of the course materials but ignoring the essence of the subjects themselves, and thus, it ignores the students' morality and behaviours (Sanjaya, 2005).

To have a real applicable curriculum, there should be a pre-research before the curriculum is applied; *does the curriculum match the era?* (Albrecht & Sack, 2000; Mahfoedz, 2005; Jacobs, 2004; Hawkes, 2003; and Richardson, 2005). In the Competency Based Curriculum (CBC) model, the curriculum designed by a certain university should meet the society's needs, covering up societal needs, industrial needs, and professional needs. Therefore, in defining the graduates' competency, in relation to developing CBC, the university should cooperate with the stakeholders (industry, profession association, etc) (Dikti, Kepmendiknas No. 45/U/2002).

Based on a research on the response of companies towards the cooperative proposal from universities and on the experiences of the practitioners, it shows that generally companies are quite exclusive towards the outsiders including universities (Windiarsono, 2002; Zuhroh *et al.*, 2006). When cooperation occurs, it is the companies that take the benefits from universities for their industry development without giving significant advantages in return for the development of universities (Payong, 2004).

Thus, it is regarded difficult to design a curriculum by involving industrial or business and users. This research is conducted to create a breakthrough in the development of accounting education curriculum assumed to be relevant to the needs of the graduate's users, through identifying the accounting graduates' competencies to get into work fields.

## PROBLEMS AND BENEFITS

The problems within this research are:

1. Are competencies required by accounting graduates who work in private companies, state companies, and non-profit institutions?
2. What kind of curriculum design is considered in line with the needs toward the competencies of accounting graduates

who work in private companies, state companies, and non-profit institutions?

The benefit of this research is obtaining a model of the accounting education's core curriculum design based on the work fields' needs to support the mechanism and learning process aiming to upgrade accounting graduates' competencies. Furthermore, the outcome of this research is supposed to drive changes in educational system and business society, who become the users of the accounting graduates, in the frame of creating a blueprint of accounting education curriculum that is relevant to the needs of business world and industry world.

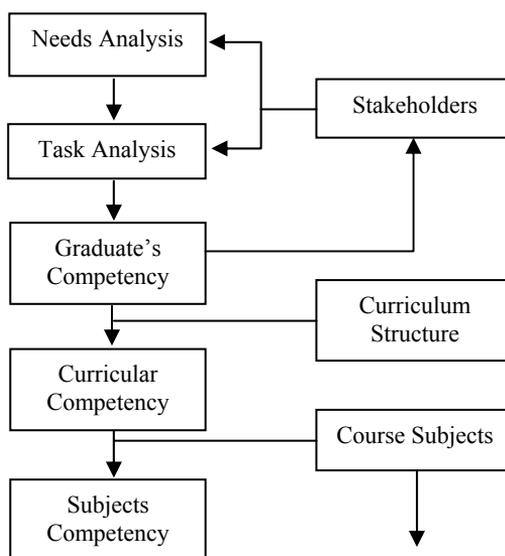
## LITERARY REVIEW

### Accounting Profession Competency

According to the Decree of National Education Minister No. 232/U/2000 and No. 45/U/2002, competency means a set of smart and responsible conducts possessed by an individual as criteria to be considered capable by common people to perform duties in certain work field. Competency can also be defined as ability to demonstrate certain behaviours in certain situation/context. Based on the above definition, university graduates' competency should at least have three capabilities i.e. capability to perform an action (skills), knowledge, and attitudes. According to Sudjimat (2003), the procedure of formulating competency is as shown in figure 1 below.

In competency identification, there are eight sources to be the base i.e. (1) existing list, (2) translating subjects, (3) translating subjects with reference, (4) taxonomy analysis (5) inputs from profession, (6) building theories (7) inputs from students and society, (8) tasks analysis. In short, this part will explain the fifth source, inputs from profession. Inputs from profession are (a) objective information about the competencies of practitioners who just begin their professional experiences, (b) practical information needed

by professionals, (c) information projected for the future (Mulyasa, 2006).



Source: Sudjimat (2003)

**Figure 1.** Procedure of Formulating Competency

The accounting graduates' competencies as mentioned in the previous parts have already been set up by IFAC. Of the seven established standards, three must be the focus of the accounting education organizers due to their being relevant with the design of accounting education curriculum, i.e. IES 2: knowledge, IES 3: Skills, IES 4: ethics. Each will be presented in Table 1. In relation to the competencies of accounting graduates, Accounting Education Change Commission (AECC) stated that:

“To become successful professionals, accounting graduates must possess communication skills and interpersonal skills. Communication skills include both receiving and transmitting information and concepts, including effective reading, listening, writing, and speaking. Intellectual skills include the ability to locate, obtain, and organize information, and ability to identify and solve unstructured

problems... ..Accounting graduates should have general knowledge, organizational knowledge and business knowledge, and accounting knowledge ...” (AECC, 1990)

**Accounting Education Curriculum**

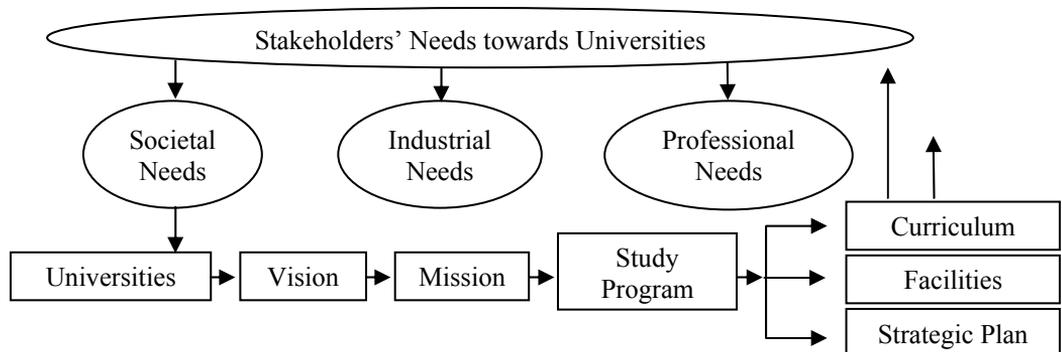
The legal foundation of running accounting education in Indonesia is based on the Act No. 34 year 1954 and the Decree of Minister of Education and Culture No. 036/U/1994 that regulate the titling of accounting graduates. In 2000, Department of National Education issued a Decree of National Education Minister (Kepmendiknas) No.232/U/2000 on “Guidelines on Designing Higher Education Curriculum and Grading Student’s Learning Process”. Along with the issue of this decree, a basic change appears that there is a distinction between academic education and professional education. Higher schools, institutes, or universities run academic education, while professional education is run by organizations excluded from Department of National Education. Core curriculum is grouped into Subjects group of Developing Personality, Science and Skill, Skills to Create, Skills to Behave, and Skills to Live Together. This decree shows that the new guidelines open a bigger opportunity for higher education institutions to design their

curricula that match the needs of globalization (Baridwan, 2003).

Then, the government issued a Decree of National Education Minister (Kepmendiknas) No.045/U/2002 on “Core Curriculum of Higher Education” that became the basis for universities to develop Competency Based Curriculum (CBC). This curriculum is advanced with a single approach “competency”, which must be applied in developing curriculum in every level, every field, and every study program in higher education. The foundations of applying the CBC are:

1. A good curriculum is the one related to the needs of stakeholders. Curriculum relevance is meant as something related to what is required by the job world.
2. Behavioral objective; it is that every formulated aim must be measurable, observable, and mastered on a certain level determined in detail. This is in line with the competency one should have when coming into the job world or profession that has stable service object/subject (Basuki, 2003)

The development of Competency Based Curriculum is meant to access the need of work force in society in accordance to the competency applied internationally. To achieve the goal, universities should interact with the graduates’ users through a process as seen in the following figure 2.



Source: Directorate of Students and Academic Development, Ditjen Dikti Depdiknas (2002)

**Figure 2.** The Interconnection between the Academic Autonomy of University and Quality and Relevance

According to Mulyasa (2006), developing the structure of Competency Based Curriculum should cover at least three steps: (1) identifying competency, (2) developing curriculum structure, and (3) describing course subjects. There are eight sources in identifying competency i.e. (1) existing list, (2) translating course subjects, (3) translating course subjects with reference, (4) taxonomy analysis (5) inputs from profession, (6) building theories (7) inputs from students and society, (8) tasks analysis. In short, this part will explain the fifth source, inputs from profession. Inputs from profession are (a) objective information about the competencies of practitioners who just begin their professional experiences, (b) practical information needed by professionals, (c) information projected for the future.

As a profession organization, Indonesian Accountant Association (IAA) has decided to implement international education standards issued by IFAC to build a competitive ability to get involved in the global market and to develop the accountant competencies. Therefore, universities and the profession organization should cooperate in terms of: (1) determining criteria to join accounting professional education program, (2) designing curriculum and syllabus containing subjects of knowledge, skills, value, ethics, and (3) grading the capability and competency of the graduate-will-be. The development of accounting education curriculum is conducted by considering some aspects: (1) the development of science and technology, (2) the demands of national and local development, (3) the demands of industry and business world, and (4) the dynamics of global development (Media Akuntansi, 2005)

From the explanation above, it is assumed that the business world changes influenced by technology, globalization, and concentration of market power must be well responded by accounting education so that there will not be any gap between the business world and education world. Considering that accounting

is a subject discipline emerging from a practice, it is considered important to keep in touch with the profession (Tarigan, 2006). To produce competent graduates needs strategies; one of them is building a local and worldly ally and the curriculum should give subjects relevant to the needs of business (Suwardjono, 2005b). This is very important since the aim of accounting education is preparing students to be professional in their field and to give them learning experience so that they have competency to be professional and to keep learning (Suwardjono, 2005).

## METHOD OF RESEARCH

This research is an exploratory research to obtain empirical evidences about competencies needed by accounting graduates working in private companies, state companies, and non-profit organizations, and subjects considered capable to build the competencies.

### Research Subjects

The subjects of this research are accounting graduates working in private companies, state companies, and non-profit organizations located in and around Surabaya. The private companies cover up manufacturing companies, trading companies, finance companies (bank, insurance, financing), and non-finance companies covering up hotels, tourisms, and transportations. The state companies cover up state-owned companies and province-owned companies. The non-profit organizations cover up government agencies, foundations, and non-government organizations (NGO).

### Method of Collecting Data

The data is collected by sending questionnaires to respondents through post mail and e-mail.

### Variables Operation

**Core Curriculum:** the base to get competent graduates and the quality minimum standard of study department apply both nationally and internationally. According to the decree of the national education ministry (Kepmendiknas) No.232/U/2000, core curriculum is grouped into Subjects group of Developing Personality, Science and Skill, Skills to Create, Skills to Behave, and Skills to Live Together.

**Competency:** is a set of smart and responsible conducts possessed by an individual as criteria to be considered capable by common people to perform duties in certain work field. These conducts are grouped into three big categories: knowledge, skills, and ethics (Dikti, 2002; IFAC, 2003)

**Accounting Graduates** are graduates of a study program majoring accounting from universities of both state and private, who work in private companies, state companies, and non-profit organizations. This grouping of institutions is undertaken in accordance to what has been made by AECC (1990).

### Variables Measuring

To answer problem no. 1 of the research, the researcher put forwards some questions to respondents about:

- 1.1. The position of the respondents in their companies.
- 1.2. The job tasks-related competencies, which they got during learning process in universities. The questionnaires provide table containing accounting topics reflecting the competencies needed by accounting graduates, based on three big categories: knowledge, skills, and ethics. The measuring scale of the questionnaires refers to Likert's scale with point bases 1: unnecessary until 5: very important (Hawkes, 2003; Richardson, 2005). Respondents are requested to give a check mark to each competency in

accordance to the level of competency relevance to their current jobs.

- 1.3. The competencies needed in carrying out their duties but not given in universities, yet obtained from courses, trainings, or other education institutions both formal and informal. Open questions are presented for this part.

Thus, in order to obtain an answer of second problem of this research, the researcher put forwards some questions to respondents about:

- 2.1. The significant role of the course subjects to give competencies in carrying out their duties. The course subjects list presented is in accordance to the subjects grouping as arranged in the Decree of National Education Minister No. 232/U/2000, uses the Likert's scale with point bases 1: unnecessary until 5: very important.
- 2.2. The courses or trainings to obtain the competencies needed in carrying out professional duties but not gained from universities. Open questions are presented for this part.

### Data Analysis

The technique used for analyzing data is descriptive analysis. Based on the questions listed within the questionnaires, the data analysis is explained in Table 2 (Nurgiantoro, 2000).

## RESULTS OF THE RESEARCH

### The Profiles of the Respondents

There were 200 pieces of questionnaire sent via post mail, and some were sent via e-mail. The result, out of 200 questionnaires, as many as 120 were returned, thus the response rate is 60 percent. Then, as many as 113 questionnaires were analyzed. The questionnaires coming back from graduates who work for private companies, state companies and

from non-profit organizations are 89, 19, and 5 respectively.

In detail, the number of questionnaires coming back from private companies is mostly from service companies including banking and financing companies, insurance, property, cooperative, securities companies, hotels, transportation, and other services for example export/import companies. The second rank is coming back from manufacture companies, and the next is trading companies. The returned questionnaires coming back from state companies are of accounting graduates working in banking companies, transportations, insurance, energy (electricity), and retirement fund. Those that are coming from non-profit organizations are of accounting graduates working in NGOs, tax agency, and state-owned workshops.

Based on the education level, some respondents have master degree, but none of them has doctoral degree. They are accounting alumni of both private and state universities, but none of them graduated from foreign universities. The respondents' working period is varred ranging from 6 months up to 18 years, and their ages range from 22 to 55 years old. Most respondents working in private companies (33.7%) are positioned in accounting, 20.22 % in financial affair, and 11.23% in marketing. The rest is variously positioned in production, internal auditors, credit analyst, warehouse, and human resource development. For respondents who are working for state companies, 26% is positioned in credit affair, 15.7% in financial affair and internal auditors, and the rest is in marketing and human resource development. For respondents working in non-profit organizations, 60% works in financial affairs, and the rest is in finance and taxation affairs.

Based on the rank of the level of responsibility, most of the respondents are staffs, then supervisors, next in line is managers/division chiefs and the fewest are top managers/heads. Staffs are common

employees usually handling clerical matters or technical workers. A supervisor is one who leads some staffs but the rank is below manager/division chief. A manager or a division chief is one who leads a division or a department, and is classified as a middle manager. Top manager/head takes the highest position in a company and is classified as top management in the company.

### **Recapitulation of the Respondents' Responses on the Needs of Competency**

The competencies needed by respondents working in private companies, state companies, and non-profit organizations are presented in table 2, 3, 4, 5, and 6. Table 3 shows that for private and state companies, the most needed knowledge is Performance Evaluation while for non-profit organizations is Financial Report Analysis. Concerning the skill, as seen in Table 4, Problem Solving Competency is the most needed by those three institutions. The three institutions require different competencies concerning ethics (Table 5). Private companies put Responsibility as the most required competency, state companies demand Self Confidence, and non-profit organizations need Motivation. It can also be seen in the table that the competencies of ethics for living together i.e. Obedience to Laws and Orders, Commitment for Common Interest, and Commitment for Public Interest, are positioned in the lowest rank. The competencies positioned in the highest rank by respondents of the three institutions are dominated by Motivation, Teamwork, Responsibility, Personality, and Ethics. Table 6 shows other new kinds of competencies needed by respondents. Those are leadership, on the job training, negotiation, Emotional Quotient/Spiritual Quotient, appraiser, human relation, code of conduct, and managerial skill.

### **Recapitulation of the Respondents' Responses on Course Subjects Equipped with Competency**

This part presents the order of course subjects considered capable in building the competencies of the respondents of the three institutions: private companies, state companies, and non-profit organizations. The order is started from the most important to the least important competencies based on the average mean gained by the course subjects. This part is presented in Table 7 until 11.

In Subjects group of Developing Personality, as presented in Table 7, Religion, followed by Pancasila and Nationality, is ranked number one to build competency. In Subjects group of Skills to Create, the most important subject to build respondents' competency is Financial Management (Table 8).

In Subjects group of Skills to Behave (table 9), Financial Report Analysis is considered the most important subject in building the respondents' competencies of the three institutions. The less important one is Accounting Computer Practicum. In Subjects group of Science and Skills (Table 10), Computer Application is considered the most important subject to give competency in well operating computer. This subject gives the basic operation of computer especially Word and Spreadsheet. Finally, in Subjects group of Skills to Live Together (table 11), the respondents of the three institutions put Business Ethics as the most important subject. Graduate thesis (*skripsi*) is considered necessary to build competency needed by the employment world, along with Indonesian Economy. Meanwhile Cooperative Economy and Sociology of Politics stay at the lowest rank, which means that both subjects give small contribution in building respondents' competencies needed to carry out their recent duties. Table 12 presents the courses that the respondents have ever joined to improve their needed competencies.

## **RESULT DISCUSSION**

### **Respondents Profile Analysis**

From the returned questionnaires, there is a possibility that private companies load accounting graduates most. This result is in line with the research result of Suwardjuwono (2005 a) saying that 45 up to 55% of accounting graduates work in private companies and banking. Only about 20 up to 30% work governmental sectors, and the rest works in other institutions.

This research also obtains information that most of the respondents working in private companies are placed in matched positions i.e. Finance and Accounting; however, there are still many working in Marketing division. This is very important for accounting department that competency in the field of marketing is needed more today.

The respondents working in state companies, especially in banks, mostly work as credit analysts, then as internal auditors. Only a few number of accounting graduates work in positions unrelated to accounting education. This possibly indicates the tight competition in positioning an employee, in state companies, based on education major.

### **Analysis on the Needs of Competency**

The result of the research shows that for both private companies and state companies, Performance Evaluation ranks the highest. Thus, for knowledge category, this is the most needed competency by accounting graduates working in those two institutions. It is possibly assumed that careers in both institutions are determined by performance or the companies use the performance evaluation to give reward to the employees with top achievement. Meanwhile, non-profit organizations place financial report analysis skill as more important than performance evaluation. The average mean of knowledge competency in those three institutions is 3.7 for private companies, 3.44 for state companies, and 2.71

for non-profit organizations. Thus, it can be said that the need of knowledge competency for private companies is higher than in state companies or non-profit organizations.

It is surprising to see that the competency of Annual Financial Report Making ranks number two in private companies, number 3 in non-profit organizations, and number 12 in state companies. This must become a concern of accounting department since the lecturing process emphasizes this competency.

For skill competency, the average mean is 4.28 for private companies, 4.47 for state companies, and 4.6 for non-profit organizations. This result needs further study to discover whether the accounting graduates working in state companies need more skills than knowledge, considering that most policies for company governance are decided by government. On the contrary, private companies put knowledge as more important than skills in order to compete with other companies.

Another discovery of this research is that English Skill gets the lowest mean, which means that the respondents much less need this competency. Only staffs of hotels, property and export/import companies, and respondents holding positions as supervisors up to top managers who answered that English Skill is very important. Chinese language should get more attention since it is now needed more due to the open business relationship with China, and so are Japanese and Korean.

For ethics/attitudes, the average mean is 4.07 for private companies, 4.63 for state companies, and 4.74 for non-profit organizations. This is higher than the average mean of knowledge and skill, thus this competency is considered more important. Nevertheless, the ethics/attitudes competency needed for living together gets the lowest rank, while ethics/attitudes competency needed for individuals or institutions sake ranks higher. For private companies and state companies,

Commitment to Public Interest gets the lowest rank. Does it mean that for accounting graduates, personal interest and institutions interests are more important than public interest? The lowest rank for non-profit organizations is Obedience to Laws and Orders. Does it also mean that accounting graduates working in NGOs and government organizations think that obedience to laws and orders is not a priority? This discovery needs further study in line with the stronger demand towards Corporate Social Responsibility (CRS) recently.

Table 6 shows that some accounting graduates working in both private companies and state companies begin to emphasize the importance of Emotional Quotient (EQ) and Spiritual Quotient (SQ) in carrying out their jobs. Some accounting graduates having the positions of supervisors up to manager consider that the competencies of Leadership and Managerial Skill are important. Some respondents also regard negotiation capability important. The research also obtained responses stressing the importance of on-the-job training. This needs serious response since there is an assumption that on-the-job training is a bridge to acquire the required competency.

### **Analysis on the Core Curriculum of Accounting Education**

For the subjects group of Developing Personality, the course subjects Religion and Nationality are ranked number 1 and 2 with each having mean 4.27 and 3.27, while the course subjects Basic Culture and Basic Nature have mean only 2.75. It is then understood when there is an urge of removing those two course subjects due to their not giving contribution in building the accounting graduates' competencies.

For the Subjects group of Skills to Create, the most needed course subject to build the competencies of accounting graduates in their jobs is Financial Management, and then sequentially less important are Cost

Accounting, Intermediate Financial Accounting, Advanced Financial Accounting, and so on. On the lowest rank is course subject Accounting Theory. However, it does not mean that this course subject is not important considering that conceptually Accounting Theory is the basis to understand other accounting course subjects. This result possibly indicates the need of improvement on the method of lecturing.

The result of the analysis on the Subjects group of Skills to Behave shows that the most important course subject to build the competencies of accounting graduates in their jobs is Accounting Computer Practice, and then sequentially less important are Human Resource Management, and so on. Various curricula in Accounting Departments at some universities treat the course subjects of this Subjects group differently. Some universities treat them as requisite courses, but others treat them as elective courses. The result of this research is worth considering in determining the status of the course subjects whether requisite or elective. It means that the course subjects being in the top rank must be treated as requisite subjects. The department that does not have the above course subjects should consider putting them in their curriculum.

The result of the analysis on the Subjects group of Science and Skills points out that the most important course subjects are English and Tax Law. It is somewhat contradictory to see English on the second most important subject when compared to English on the lowest rank for the need of Skill competency. This contradictory can be explained, as mentioned in the previous part, that English is treated as an important competency by those who work in hotels, export/import companies, and respondents from the level of supervisors up to top manager.

The last analysis is on the Subjects group of Skills to Live Together. In this group, Business Ethics takes the first rank, and undergraduate paper (*skripsi*) takes the

second. Based on the table, the competency of accounting graduates moves from the scope of accounting profession (micro) into the aspects of economy and politics (macro). The result of this research can be a reference for accounting department in reviewing the course subjects of this Subjects group of Skills to Live Together in order to match the demand of integrated competencies of accounting graduates covering up the aspects of profession, economy, and politics.

The recapitulation of extra courses taken by accounting graduates based on the frequency of the kinds of the courses is as sequentially as follows: Computer, English, Taxation, Communication, Leadership, Risk Management Training, and Code of Conduct (table 12). This result indicates that it is necessary to give soft skills in the form of laboratory practicum or other activities conducted by universities. Professional management and certificates will motivate students to join the activities.

Based on the above explanation, it is important to note that all the course subjects within the Subjects group function as the competencies builder covering up knowledge, skill, and ethics. Therefore, it is necessary to review the curriculum to both match the demand of the jobs world and strengthen the accounting graduates' competencies. Another thing to notice is improving the method of teaching process to be more effective and match the up-to-date practice world. The example is by adding laboratory or even field practicum for the competency-building course subjects, and by only giving lecturing, discussion, or seminar methods for the course subjects on the lowest ranks.

## CONCLUSION

The competent accounting graduates are those who have a solid set of knowledge, skill, and ethics/attitudes. This research has successfully identified the demands toward

those three elements and ranked them based on their application in their jobs.

Based on the distribution of course subjects that are regarded as capable to give competencies to accounting graduates, this research has resulted in the orderly rank of the subjects in accordance to their functions in the jobs world. Therefore, in determining the status of the subjects as either requisite or elective, giving the number of credits for the subjects, or even changing the course subjects, the department is advised referring to this rank.

### SUGGESTION

This kind of research needs a continuity to get empirical evidences and to propose a concept of curriculum and the accounting education development that match the business needs. For the next research, the number of respondents should be added by extending the location and there should be more efforts to get more responses. Another thing to be considered is the use of easy-to-understand language in structuring the instruments to get more valid and accurate responses.

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## Appendix

**Table 1.** Standard Components of Accounting Graduates Competencies According to IFAC

Knowledge (IFAC Ed.Com, 2003)	Skill (IFAC Ed.Com, 2003)	Ethics (IFAC Ed.Com, 2003)
<p><b><i>Accounting, Finance, and Related Knowledge</i></b></p> <p>Financial accounting and reporting Management accounting and control Taxation</p> <p>Business and Commercial Law Audit and Assurance Finance and Financial Management Professional values and ethics</p> <p><b><i>Organizational and Business Knowledge</i></b></p> <p>Economics Business Environment Corporate Governance Business Ethics Financial Markets Quantitative Methods Organizational Behavior Management and Strategic Decision Making Marketing International Business and Globalization</p> <p><b><i>Information Technology Knowledge and Competences</i></b></p> <p>General Knowledge of IT IT Control Knowledge IT Control Competences IT User Competences</p>	<p><b><i>Intellectual Skills</i></b></p> <p>Technical and Functional Skills</p> <p>Interpersonal and Communication Skills Organizational and Business Management Skills</p>	<p><b><i>The Environment: corporate, professional, and regulatory</i></b></p> <p>Integrity</p> <p>Objectivity</p> <p>Commitment to Professional Competence and Confidentiality</p> <p>Professional Ethics Professional Behaviour</p> <p>Compliance with technical standard</p> <p><b><i>Corporate Governance</i></b></p> <p>Social Responsibility</p> <p><b><i>Social and Environment Issues</i></b></p> <p>Ethics in relation to business Good Governance</p>

**Table 2.** Techniques of Data Analysis

Question No.	Basis of Analysis	Analysis
1.1	Proportion	The biggest proportion means the position where most graduates work in
1.2	Mean	The biggest mean means the most important competency
1.3	-	Data processing for the needed competency based on the respondents' responses
2.1	Mean	Course subjects with the biggest mean means capable to give competency
2.2	-	Data processing for kinds of extra courses and trainings based on the responses of the respondents

**Table 3.** Recapitulation of the Need of Knowledge Competencies Private Companies, State Companies, and Non-profit Organizations

Rank	Private		State		Non-profit	
	Kinds of Competencies	Mean	Kinds of Competencies	Mean	Kinds of Competencies	Mean
1	Performance Evaluation	3.98	Performance Evaluation	3.95	Financial Report Analysis	4.20
2	Annual Finance Report Making	3.93	Budgeting	3.79	Performance Evaluation	3.80
3	Internal Finance Watch	3.84	Internal Finance Watch	3.79	Annual Finance Report Making	3.80
4	Financial Report Analysis	3.81	Business Competition Analysis	3.74	Tax Planning	3.60
5	Cash flow Management	3.76	Financial Report Analysis	3.74	Internal Finance Watch	3.20
6	Profit Planning	3.67	Market Analysis	3.68	Tax Reporting	3.20
7	Budgeting	3.66	Business Feasibility Study	3.42	Cash flow Management	2.80
8	Tax Reporting	3.44	Cash flow Management	3.37	Business Feasibility Study	2.80
9	Market Analysis	3.44	Tax Planning	3.37	Budgeting	2.60
10	Business Competition Analysis	3.42	International Economy Analysis	3.26	Profit Planning	2.40
11	Consolidation Financial Report Making	3.27	Social Politic Analysis	3.26	Market Analysis	2.20
12	Tax Planning	3.49	Profit Planning	3.21	Consolidation Financial Report Making	2.00

13	Calculating the Cost of Goods Sold	3.36	Annual Finance Report Making	3.21	Business Competition Analysis	1.80
14	Business Feasibility Study	3.24	Consolidation Financial Report Making	3.11	International Economy Analysis	1.80
15	National Economy Analysis	3.16	Tax Reporting	3.11	Calculating the Cost of Goods Sold	1.60
16	Transfer Rate Making	3.03	Calculating the Cost of Goods Sold	3.05	Social Politic Analysis	1.60
Average		3.70		3.05		2.71

**Table 4.** Skill Competency's Needs Recapitulation Private Company, Public Company, and Non-profit Organization

Rank	PRIVATE		PUBLIC		NON PROFIT	
	Competencies	Mean	Competencies	Mean	Competencies	Mean
1	Problem Solving Skill	4.51	Problem Solving Skill	4.74	Problem Solving Skill	5
2	Communication Skill	4.49	Communication Skill	4.68	Listening, Implementing, and Put the Instruction in Document	4.80
3	Computer Operational Skill	4.43	Computer Operational Skill	4.63	Computer Operational Skill	4.60
4	Listening, Implementing, and Put the Instruction in Document	4.4	Written Communication Skill	4.47	Communication Skill	4.60
5	Written Communication Skill	4.13	Listening, Implementing, and Put the Instruction in Document	4.37	Written Communication Skill	4.40
6	English Literacy	3.66	English Literacy	3.95	English Literacy	4.20
	Other Foreign Language Skill		Other Foreign Language Skill			
1	Mandarin Language		Mandarin Language			
2	Japanese		Japanese			
3	Korean					
Mean		4.28		4.47		4.6

**Table 5.** Recapitulation of the Need of Ethics/Attitudes Competencies Private Companies, State Companies, and Non-profit Organizations

Rank	Private		State		Non-profit	
	Kinds of Competencies	Mean	Kinds of Competencies	Mean	Kinds of Competencies	Mean
1	Responsibility	4.34	Self Confidence	4.84	Motivation	5
2	Team Work	4.32	Motivation	4.79	Team Work	5
3	Motivation	4.24	Team Work	4.79	Responsibility	5
4	Communication	4.17	Responsibility	4.79	Personality	4.8
5	Self Confidence	4.14	Communication	4.74	Communication	4.8
6	Ethics	4	Ethics	4.68	Commitment to Common Interest	4.8
7	Commitment to Common Interest	3.97	Obedience to Laws and Orders	4.53	Ethics	4.6
8	Personality	3.97	Personality	4.47	Self Confidence	4.6
9	Obedience to Laws and Orders	3.85	Commitment to Common Interest	4.47	Commitment to Public Interest	4.6
10	Commitment to Public Interest	3.72	Commitment to Public Interest	4.21	Obedience to Laws and Orders	4.2
Average		4.07		4.63		4.74

**Table 6.** Recapitulation of the Need of Other Competencies Private Companies, State Companies, and Non-profit Organizations

Rank	Competencies	Frequency	Category	Notes
1	Leadership	7	Skill	New Competency
2	On-the-job Training	4	Knowledge, Skill, Ethics	New Competency
3	Negotiation	3	Skill	New Competency
4	EQ / SQ	3	Computer, Ethic, Behavior	New Competency
5	Appraiser	2	Computer, Knowledge	New Competency
6	Human Relation	2	Skill	New Competency
7	Code of Conduct	2	Knowledge + Ethic	New Competency

**Table 7.** The Subjects Group of Developing Personality

Rank	Course subjects	Average Mean
1	Religion	4.27
2	Pancasila and Nationality	3.27
3	Basic Culture and Nature	2.79

**Table 8.** The Subjects Group of Skills to Create

Rank	Course subjects	Average Mean
1	Financial Management	4.31
2	Cost Accounting	4.16
3	Intermediate Financial Accounting	4.15
4	Advanced Financial Accounting	4.06
5	Management Accounting	4.03
6	Taxation	4.00
7	Auditing	3.97
8	Management Information System	3.95
9	Accounting Information System	3.95
10	Tax Planning	3.38
11	Public Sector Accounting	3.49
12	Accounting Theory	3.40

**Table 9.** The Subjects Group of Skills to Behave

Rank	Course subjects	Average Mean
1	Financial Statements Analysis	4.23
2	Accounting Computer Practicum	3.91
3	Human Resource Management	3.78
4	Internal Audit	3.75
5	Marketing Management	3.75
6	Strategy Management	3.68
7	Business Feasibility Study	3.66
8	Budgeting	3.65
9	Auditing Practicum	3.56
10	System Analysis	3.51
11	Investment Analysis	3.4
12	Operational Management	3.30
13	International Financial Management	3.19
14	International Accounting	3.11
15	Econometric / Quantitative Method	3.07

**Table 10.** The Subjects Group of Science and Skills

Rank	Course subjects	Average Mean
1	Computer Application	4.48
2	English	3.95
3	Tax Law	3.67
4	Statistics	3.59
5	Business Mathematics	3.58
6	Business Law	3.55
7	Bank and Other Finance Companies	3.42
8	Introduction to Business / Management	3.41
9	Research Methodology	3.38
10	Macroeconomics	3.36
11	Microeconomics	3.35
12	Bahasa Indonesia	3.20
13	Development Economy	2.94

**Table 11.** The Subjects Group of Skills to Live Together

Rank	Course subjects	Average Mean
1	Business Ethic	3.74
2	Undergraduate paper ( <i>Skripsi</i> )	3.68
3	Indonesian Economy	3.13
4	Cooperative Economy	2.92
5	Sociology of Politics	2.91

**Table 12.** The Extra Course Ever Taken

Rank	Course subjects
1	Computer
2	English
3	Taxation
4	Communication
5	Leadership
6	Risk Management Training
7	Code of Conduct