

## THE PROFESSIONAL CONTEXT OF AUDIT VERSUS CORPORATION ON ACCOUNTING STUDENTS MORAL CONSIDERATION

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### ABSTRACT

*There have been some studies related to the moral consideration by the students of accounting or auditors as well. For that reason, some factors affecting the decision making by this profession is important to be studied. This study investigates whether the professional context of accounting ethical dilemmas influences accounting students' moral reasoning. In between subjects experiment, 110 accounting students from a private-accredited university in Bandung, responded to ethical dilemmas faced by either auditors or corporate accountants designed to measure their deliberative moral reasoning. As expected, students in the audit condition exhibited significantly higher deliberative moral reasoning than students in the corporate accounting condition. This result are consistent with accounting students having more audit based ethical knowledge structures which do not flexibly transfer to resolving ethical issues in the corporate accounting context.*

**Key words:** *ethical judgment; moral reasoning; professional context.*

## KONTEKS AUDIT PROFESIONAL VERSUS KORPORASI PADA PERTIMBANGAN MORAL MAHASISWA AKUNTANSI

### ABSTRAK

*Ada beberapa studi yang terkait dengan pertimbangan moral oleh para mahasiswa akuntansi atau auditor juga. Oleh sebab itu, beberapa faktor yang mempengaruhi pengambilan keputusan oleh profesi ini penting untuk dipelajari. Studi ini meneliti apakah konteks profesional akuntansi dalam dilema etika akuntansi mempengaruhi penalaran moral siswa. Di antara eksperimen pada subjek, mahasiswa akuntansi 110 dari universitas swasta yang terakreditasi di Bandung, menanggapi dilema etika yang dihadapi baik oleh auditor atau akuntan perusahaan yang dirancang untuk mengukur penalaran dalam pertimbangan moral mereka. Seperti yang diharapkan, siswa dalam kondisi Audit menunjukkan adanya penalaran moral yang lebih tinggi secara signifikan daripada mahasiswa dalam kondisi akuntansi perusahaan. Hasil ini konsisten dengan mahasiswa akuntansi yang memiliki lebih pengetahuan audit yang berbasis etika yang tidak fleksibel mentransfer untuk menyelesaikan masalah etika dalam konteks akuntansi perusahaan.*

**Kata Kunci:** *pertimbangan etika; alasan moral; konteks profesional.*

## INTRODUCTION

Recently, the development of capital markets has increased so rapidly that the position and function of professional accountants also become increasingly important in business world. Therefore, the professional attitude or spirit should be kept maintaining professional status and a public image. By doing so, it is also intended that science and substance to his work in the field is also maintained by their professional attitude (Suwardjono, 2000). This fact was also recognized by the profession and academicians. However, realizing a professional attitude and integrity, particularly among college students often received less attention.

As the basis of a profession, the professional attitude is necessary to realize its high integrity. The term integrity according to Kullberg (1988; in Baker, 2000) is honesty in action. In line with such argument, professional issues and the integrity of the accountant can be referred as to be back in the spotlight sharply from many quarters since the advent of the accounting scandals of Enron, WorldCom, Lippo Gate, Kimia Farma and many other accounting scandals at home country and abroad.

For example, Fatt (1995) conducted a survey to test public perceptions, public accountants, and accounting students on the quality of personal accountant. The result is that more than half of respondents thought that the ethical quality is the quality of the most important personal accountant. This finding is also supported by Kerr & Smith (1995) that suggest that accounting students believe ethical issues as a major issue in business and accounting. Accordingly, when there is a lack of attention in the field of ethics, it will damage the accounting profession.

There are some factors in relation to the accountant attitudes. Incompleteness, inconsistency, and obscurity of the accounting standards make the accountants have different ethical dilemmas. Due to this condition, they should use professional judgment in a variety of decision-making (Thorne 2000).

Merton & Rossi (1968; on Clikeman and Henning, 2000) used the term "anticipatory socialization" to explain that one begins to adopt the attitudes and values of trust begins with involvement in a group. In other words, the first stage of the maintenance of moral and ethical student is in their college. David O'Connell (1998) suggested that "students begin the 'business ethics journey' in the university. The importance of developing and improving accounting ethics education is supported by academics.

For references, it is good to look back to the previous proponents. They did some surveys on the same matter as in this study. They proved that the existence of integrating ethics into the accounting curriculum, such as a survey conducted by Chua et al. (1994) about the coverage of ethics in the curriculum materials accounting in New Zealand and Australia involving 45 universities as respondents. The survey concluded that 82.3% of respondents already offer courses that contain components of ethics in graduate and undergraduate levels.

The study above provides some findings. Of the total respondents, 63.1% are integrating some elements of ethics in accounting courses, with the ratio of 42.6% of respondents said that they include elements of ethics in auditing course, and followed by the theory of accounting (9.8%) and financial accounting (8.2%). Research at the campus of Ohio on the amount of time devoted to teaching ethics in the classroom in accounting courses. This study shows that an average of 10 hours of the total class time is devoted to ethics in accounting courses (Madison 2006).

Other evidence is by Blanthorne et al (2007) who conducted a survey on 75 accounting majors in the U.S. and found that 95% agreed that ethics training should be part of the curriculum and 75% believe that ethics education must be internalized in accounting courses. Again, a survey was conducted Blanthorne et al (2007) in the accounting department in the United States which indicate that of 82% of the program

integrates the study of ethics in particular was devoted to the number of courses, and delivery was done by the method of teaching (78%), analysis of cases (71%), the question of books (58%).

Ghaffari et al (2008) conducted a survey of accounting majors in the UK also showed that 76% of the program integrates the study of ethics in the accounting curriculum, and 56% of programs teach ethics study using books and 56% use case. In 1998 the AICPA explained that ethics is one of the key elements of professionalism of public accountants. At the same time, strongly encourage the AACSB ethics education be included in the curriculum as a core business needs of general education requirements (Wines, 2005) and encouraged to integrate ethics in accounting courses as a form of social responsibility (Jenning 2004). Recently, AACSB accreditation approved institutions associated with ethical requirements through the incorporation of ethics in the curriculum or a special class of ethics required by all business students.

Based on such a study, students of accounting ethics education were currently dominated by training in the context of the audit (Kerr & Smith 1995; Jennings 2004). The emphasis in the context of ethics education audit raises new problems because graduates have trouble when their careers are not as public accountants. This is due to the view which is based on ethics audit and this can not be transferred to solve ethical problems outside the context of the audit. Overall, the educational requirements for practicing good ethics as a public accountant or accounting firm requires universities ethics education at the level of accounting. It should be the context of a much more important to prepare graduates for careers in various accounting profession.

This research is conducted as part of the researchers' interest and curiosity toward the success of accounting education in Indonesia in implementing the values of professionalism for their students. It is aimed to replicate the study by Fleming et al (2009) who inves-

tigated whether the moral judgment of accounting students is different when faced by ethical dilemmas in the field of audit and in the context of corporate accounting. The absence of research on this issue in Indonesia, leading the researchers wishes to replicate this study.

### **Research Objectives**

This study aimed to investigate whether the context of professional accounting ethics dilemmas may affect the moral judgment of accounting students. The results can also be used as a basis / inputs for academicians and researchers to discuss effective ethics education in accounting education. Besides, the research results are also useful for accreditation bodies to assess the curriculum and syllabus of the course an accounting course.

## **THEORETICAL FRAMEWORK**

### **Audit-Centric in Ethics Education**

In the context of accounting education, ethics education aims to introduce the ethical issues and foster understanding of ethics to accounting students, as well as generate a sense of moral obligation (Callahan 1980; on McDonald and Donleavy 1995). Thus, the purpose of ethics education according to Wynd and Mager in McDonald and Donleavy (1995) is not changing the way the students about what and how they act in a situation, but making them aware of the ethical dimensions and social dimensions in any ethical decision-making.

Therefore, Hoesada (1996) suggests three conditions that must be met in the ethical decision making, namely such as the following. First, it is individual's ability to identify ethical issues and predict the effects of ethical decisions. Second, it is the ability to see the ethics of various viewpoints in the context of time, time, environment, and places. Third, it is the willingness to bear the consequences of ethical decision is personal.

Hiltebeitel & Jones (1992) suggests that ethical decisions are influenced by the integration of ethics into courses that are taught. AICPA 1987 explains that the charge of eth-

ics in the accounting curriculum is only applicable for auditing courses and there are nothing more than a discussion of the procedure. The results SeTin, et al (2010) in Indonesia show that both public and private universities agree that the class of the most widely discussed topic of ethics during the first half was auditing class.

Research by Chua et al. (1994) on the coverage of ethics in the curriculum materials accounting in New Zealand and Australia involves 45 universities as respondents. This showed that 42.6% of respondents stating that the majority include the element of ethics in the course of auditing. However, the method of teaching ethics in the classroom often focused on the topic of ethics education audit (audit-centric) because most cases of accounting and accounting books are referring to the AICPA Code of Professional Conduct (Jenning, 2004).

Again, Adam et al. (1995) examined the reasoning process of CPAs in addressing the ethical dilemma. The results indicate that public accountants are always resolved the issue by referring to the code of ethics that govern it, although sometimes it was contrary to what they think is good. Again, Research Bruns and Merchant (1990) explains that the accountants, accounting students, and business students are judging whether something is ethical or unethical based on certain written rules. If an act is prohibited or not there are no rules that limit, the respondents tend to be more tolerant of such actions. This is indicated by the results of research that the respondents have a higher tolerance in terms of manipulation compared to operating decisions through the manipulation of accounting methods.

This shows that there is one standard for all methods of ethics education. Such a condition attracts the attention of academics and practitioner that it is not enough to prepare accounting graduates with ethical decision-making competences to the various accounting profession (Hurt 2008). This is because the impact of audit-centric approach to teaching ethics to students, graduates makes

it difficult to transfer and apply the ethical education outside the context of the audit.

Theory of Cognitive Development, Moral Considerations, Ethical Decisions

Kohlberg (1958) identified that there are 3 levels of moral development: pre conventional, conventional, and post conventional or existing with 6 levels. Pre-conventional level is a level where a person's moral development is based on punishment (level 1) and awards (level 2). Individuals with a conventional moral development, moral acceptance is based on the interpretation of the norm group (peers) who have been there before (level 3) and the expectations of the institution (staff, professional associations) in which they are affiliated (level 4). A person with moral development in post-conventional level will consider the fairness of social and moral acceptance and evaluate actions based on the decision whether to provide social benefits (benefit society) (level 5) and faithful to the principles of ethics (level 6).

Research in cognitive psychology suggests that moral judgment process will occur when external information is combined with knowledge of someone who comes from a long-term memory (Holland et al 1986). For example, Anderson et al (1991) explains that professional judgment in the cognitive process based on a set of rules auditor obtained through formal instruction and experience previous experience. When the process of moral judgment occurs, contextual understanding can lead to memory (Chase and Simon 1973).

Vera-Munoz (1998) also argues that students who received formal training in accounting are expected to have knowledge of the structure to be stored longer in the long-term memory. It was indicated that the structure of the knowledge learned and stored in long-term memory and the initial learning context will affect the ability to apply knowledge flexibly through the decision context (Bransford et al 2000).

When a subject is taught in a single context (Bjork and Richardson Klavhen 1989),

Transfer of knowledge is influenced by the context of initial learning (Bransford et al 2000). In this case, Oliver (1977; on Wirjolukito, 2000) states that a subject which is matching indicates that knowledge will be able to be absorbed in a given time duration. The longer the duration, the process of learning and understanding a person will be more mature and someone will come to understand the nature of science.

Thus, it can be concluded that the long period of study is closely affected by the quality of student understanding of the field studies. The study found that students only learn the knowledge based on theoretical / contextual high, such as learning to solve problems through the case with the theory of theories, but they often fail to transfer knowledge to new situations (Williams 1992). The results also showed that the moral judgment will be disturbed when there is no connective between knowledge and the situation of problem solving (Vera-Munoz 1998).

For example, Nelson et al (1995) found that the structure of knowledge based on the auditor's first audit, and the second is the audit cycle. Nelson et al (1995) found that the mismatch between the structure of the auditor's knowledge of the structure of the task resulting in low performance auditor. Vera-Munoz (1998) found that accounting graduates with high-accounting knowledge will ignore the opportunity cost more than the student with accounting knowledge level is lower. This is because the people who have a high knowledge of accounting are based on the knowledge structure of GAAP that does not include opportunity cost.

Some research also suggests that decision triggers recall of long-term memory knowledge that will assist the process of moral considerations (Butt 1988, Nelson 1995). This can be referred to research by Butt (1988) that found that less experienced auditors made mistakes consideration auditing of financial statements than students who are not experienced when the task is given in the context of the audit.

In connection with ethics, Arnold and Ponemon's (1991) explains that the external auditor is more likely to whistle blower than internal auditors. Arnold and Ponemon's (1991) argued that this may be due to the objective to maintain the perception of the external auditor professional standards that require disclosure of the issue of sensitive issues. In addition to the duration of the learning process, there are several other factors influence the attitudes of professional accounting students (understanding the nature of science and application of accounting, which is the responsibility of the user reports) is through the socialization of professional ethics, professional standards, and the literature.

Moral Consideration of evidence related to Accountant with DIT and AEDI Instruments. The previous accounting research on ethical considerations used the DIT (Defining Issues Test) score, developed by Res't (1979) to measure the percentage of the principles of ethical choices in the process of a person and an accountant with a higher DIT scores are those that have a higher moral considerations. Some studies examined the effect of demographic characteristics (gender, work experience, business education) to moral considerations.

For example, St. Pierre et al. (1990); Thorne (2001) show that women have a higher DIT scores than men. Also, Armstrong (1987); Lampe and Finn (1992); Ponemon & Glazer; Thorne (2001) showed that there was no relationship between business education with a score of DIT. Some research also suggests that consideration of auditor moral decline with work experience. However, Thorne et al (2003) state that some research also suggests that DIT scores auditor is not related to work experience.

In addition to demographic factors, a contextual factor such as culture was also examined. For example, Tsui (1996) found that Hong Kong auditors have lower DIT scores than American auditors. Tsui and Windsor (2001) found that Chinese auditors have lower DIT scores than the Australian

**Table 1**  
**Validity Test Result of Decision to Change or Not to Change the Report**  
**by Management Accountants and Auditors**

	Component	
	1	2
AKTMGLAP		997
AUDITLAP	997	

Source: Estimated result by SPSS 15 for Windows.

Auditor. Thorne (2000) criticized the use of the DIT in the setting of accounting because it is common, and then develop a new instrument to assess moral reasoning of accountants in the context of the audit, the AEDI instrument (Accounting Ethical Dilemma Instrument).

Several surveys of accountants and accounting students using AEDI (Thorne 2000, 2001) showed that DIT scores were significantly higher than the score AEDI. This illustrates that the context element to effect the accountants audit and train professional judgment. Thorne et al (2003) surveyed 434 auditors from the USA and Canada to examine the influence of national institutional (legal, regulatory structures, rules and professional requirements) of moral judgment and careful decision-making of the auditor. The results showed that significantly more U.S. accountants have a careful moral consideration than Canadian accountant. However, the results also indicate that the national institutional context no significant effect on auditors' moral reasoning.

Overall, the results of the above research suggest that there may be a relationship between the structures of knowledge with moral considerations. The fact is that when accounting students encounter ethical dilemmas, they will solve problems based on their knowledge systems, and conduct audits in accordance with ethical principles. Therefore, they apply a moral judgment on a higher level when solving ethical dilemmas faced by auditors from the firm faced by accountants.

All in all, students can be prepared applying the accounting audit based on the structure of knowledge when solving ethical

audit, particularly the ethical dilemma, but will have trouble when transferring knowledge to the ethical dilemma ethical non audit. Exposure based on the researcher to formulate hypotheses as follows.

H1: Students of accounting will indicate the level of moral judgment higher when compared with the audit solve and when faced with ethical dilemmas in corporate accounting.

## RESEARCH METHOD

### Data Collection & Sampling

Study's respondents were students majoring in accounting who was auditing courses I took at an accredited private university in Bandung with the number of respondents were 110 students. Data obtained by performing experiments in accounting class. The scenario is a student of acting as an auditor and accountant firm in the face of ethical dilemmas.

### Research Variables and Instruments

The research uses an instrument developed by Thorne (2000) the AEDI (Accounting Ethical Dilemma Instrument). Audit cases are based on the principles of ethical code of professional conduct (AICPA 2007), such as conflict of interest, due care, integrity, confidentiality, Objectivity. The case is also based on the company's Statement of Ethical Professional Practice IMA 2005 (Institute of Management Accountant), namely competence, integrity, confidentiality, credibility.

### Data Analysis Methods

To see whether the questionnaire is valid, the researcher conducted a test using principal component factor analysis with varimax

**Table 2**  
**Validity Test of 12 Items by Management Accounting and Auditors**

	Component	
	1	2
AKTMG001		.430
AKTMG002		.
AKTMG003		
AKTMG004		.677
AKTMG005		.597
AKTMG006		.636
AKTMG007		.503
AKTMG008		.491
AKTMG009		.628
AKTMG010		.481
AKTMG011		.581
AKTMG012		.646
AUDIT001	.424	
AUDIT002		
AUDIT003		
AUDIT004	.588	
AUDIT005	.417	
AUDIT006	.663	
AUDIT007	.709	
AUDIT008	.703	
AUDIT009	.576	
AUDIT010	.401	
AUDIT011		
AUDIT012	.695	

Source: Estimated result by SPSS 15 for Windows.

rotation, and the questionnaire is used if the score is > 0.40. Experiments were done using SPSS 15 for Windows which indicate that the items used to measure the construct or variable looks really measure constructs or variables (see Table 1).

The reliability test was done simultaneously on all items of the questions but the reliability test was performed on each variable on different worksheets that can be known to construct a variable which is not reliable. In this case, the researchers use Cronbach Alpha. Reliable instrument when Cronbach's alpha was > of 0.60 (Nunnally, 1978).

The researcher tested the hypothesis by using a 2 x 1 between experimental subjects. The statistical test was done by means of ANOVA test. ANOVA test was conducted as based on the previous research which was

also by using ANOVA.

#### DATA ANALYSIS AND DISCUSSION

A questionnaire delivered in person to 110 accounting students at a private university in Bandung. They represent management accountants and CPAs. Structured questionnaire that was circulated in two scenarios that questioned the attitudes of students if applicable consideration as a public accountant (scenario A) and if applicable a management accountant (scenario B) relating to the instruction to change the leadership of the negative comments on the accounting system.

Each scenario also includes consideration of item 12 and students are asked to determine how important consideration for them when they make decisions. Students were also asked to rank four (4) considera-

tions (the) main reason of their decision. Experiments performed at 4 weeks in January 2011. The total 220 copies (2 scenarios) were distributed to students, and 202 (scenario 2) copies were used, ie scenario A to scenario B 101 copies and 101 copies

The validity test was conducted to determine how far the accuracy of measuring instruments used to measure the data correctly. Changing the item can be done based on the case reports as a Management Accountant and Auditor, by using principal component factor analysis with varimax. They were both meeting the test validity with validity scores above 0.997 0.4 (table 1). While the validity of test results by using principal component factor analysis with varimax for the case of a 12 item question as Management Accountant and Auditor, there are some questions in the questionnaire items that do not qualify the validity of the test (Table 2).

The above condition is due the validity score which is below 0.4 that is for item No. 2 and 3 questions on the case as a management accountant. And, in case the auditor is not qualified to test the validity of score validity is still under item 0.4 is to question No. 2, 3 and 11. Further questions regarding the item from the ranking order of importance of the 12 items into 4 ranks were the questions of Management Accountants and Auditors, by using principal component factor analysis with varimax, all meet the validity test with a score above 0.4 validity.

The reliability test was performed on the items that are proved valid question. This was done to determine the consistency in measurement results. Test instrument used is the coefficient alpha cronbach. It is reliable when the cronbach alpha has a value higher than 0.60 (Nunnally, 1978, as cited by Flory et al., 1992). It can be seen in Table 3. The reliability for the decision to change or not is based on the report by the Management Accountant has been qualified by the Cronbach's Alpha 0.7556 above 0.6.

Reliability test results for 12 items as the question of Management Accountants and

Auditors had qualified reliability with Cronbach's Alpha value of 0.7828 on the value of 0.6. While the results of reliability test of the item questions about the ranking order of importance of the 12 items into four ranking questions, it shows the value of Cronbach's Alpha 0.2711 is still below 0.6, do not qualify reliability. This is because the answers of respondents with the range vary from 1 to 12 to rank the order of 1 to 4 in the case of a management accountant and auditor. Therefore, the choice is quite a lot, then it does not meet the reliability test can be ignored.

### **Decision to Change or Not**

The results of descriptive statistics (Table 4) for a decision to change or not change the report as a management accountant and auditor indicates that the average value of 2.58 as an auditor while the average value of 2.03 as a management accountant. Based on the results of ANOVA (Table 4a) and descriptive statistics (Table 4), can be explained that the decision does not alter the report as Auditor higher than the management accountants were significantly (sig value  $0.000 < 0.005$ ).

The above evidence is indicated changing or not changing the auditor's report of 2.58 which is higher than the average changing or not changing the report as a management accountant that is 2.03. It can be concluded based on the desire of management accountants to align with corporate objectives is to agree to change the financial statements is higher than the auditor. Auditors are more likely to make a decision which does not alter the financial statements on account of high moral and professional responsibility as an auditor.

The question items (12 items) as Management Accountant & Auditor is presented in

Anova table (Table 5a) and descriptive statistics (Table 5). These describe the results of answers to 12 question items as auditor and as a management accountant. The test results show that consideration of the interests of the management accountant



**Table 3**  
**Reliability Test Results**

	Reliability Coefficients	Alpha	Standardized item alpha
Change or not	9 items	0.7556	0.7590
Manag. Acc & Auditors	10 items	0.7828	0.7826
12 item rank	8 items	0.2711	

Source: Estimated result by SPSS 15 for Windows.

**Table 4**  
**Decision to Change or not to change the Report**  
**by Management Accountants and Auditors**

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
AUDITLAP	101	1	3	2.58	.621
AKTMGLAP	101	1	3	2.03	.911
Valid N (listwise)	101				

Source: Estimated result by SPSS 15 for Windows.

**Table 4a**  
**ANOVA on Decision to Change or not to Change the report**  
**by Management Accountants and Auditors**

**ANOVA : KPTLAP**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	15.525	1	15.525	25.567	.000
Within Groups	121.446	200	.607		
Total	136.970	201			

Source: Estimated result by SPSS 15 for Windows.

is higher than the auditor and this is significant (by value sig.0, 000 <0.05). This is indicated by the average value as a management accountant 38.7327 which is higher than the average value as an auditor 36.2871. Maximum value as a management accountant 50 is higher than the maximum value as auditor 45.

Yet, the minimum value as auditor 27 is higher than the minimum value as a management accountant 25. The average value and a higher maximum value as a management accountant are due to a management accountant in a company who feel more responsible to the consideration of the interests in addressing ethical issues related to sustainability and corporate progress. On the other hand, the consideration of the moral responsibility of the auditor of the company's management indicated the minimum

value of auditor 27 which is higher than the minimum value as a management accountant.

**The rank of 12 Items of Interest Question by Management Acc. & Auditor**

Based on the results of ANOVA and descriptive statistics in Table 6 and 6a, it shows that the consideration for the rank ordering of interest in the case of ethical issues as auditor is higher than that for the rank ordering of interest in the case of ethical issues as management accountants which were significant (sig 0.000 <0.05). This is indicated by the average value of 27.39 ranks as the auditor which is higher than the average value of 24.15 ranks as a management accountant.

The minimum and maximum value as the auditor are 13 and 42 which are higher

**Table 5**  
**Result of 12 Items by Management Accountants and Auditors**

<b>Descriptive Statistics</b>					
	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
AUDIT	101	27.000	45.000	36.287	4.290
AKTMG	101	25.000	50.000	38.733	5.022
Valid N (listwise)	101				

Source: Estimated result by SPSS 15 for Windows.

**Table 5a**  
**ANOVA result of 12 Items by Management Accountants and Auditors**

<b>ANOVA: TOTALVAL</b>					
	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Between Groups	302.025	1	302.025	13.847	.000
Within Groups	4362.455	200	21.812		
Total	4664.480	201			

Source: Estimated result by SPSS 15 for Windows.

**Table 6**  
**Result of Data 4 Interest Ranking from 12 Items**  
**by Management Accountants and Auditors**

<b>Descriptive Statistics</b>					
	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
AUDIT	101	13	42	27.390	6.176
AKTMG	101	11	37	24.150	5.797
Valid N (listwise)	101				

Source: Estimated result by SPSS 15 for Windows.

than the as a management accountant which are 11 and 37. The ethical considerations in the ordering of interest are in the preferred order of priority ranking as compared to auditors as management accountants.

#### **Change or not to Change Report, Item 12 Questions, & Order by Ranking of Management Accountants & Auditors**

As in Table 7 and 7a of the third section, it describes the overall question of moral judgment, indicated that moral judgment as an auditor ethics are higher than moral considerations as a significant management accountant (with a sig value  $0.039 < 0.05$ ). It was indicated by an average value of ethical moral consideration as auditors of 67.25 which is higher than average moral ethical considerations as management accountant 64.91.

Even though the minimum and maximum values of ethics as a moral judgment of management accountants are 45 and 84 higher than the auditor, namely 41 and 81, the standard deviation for the consideration of moral ethics as a management accountant is 8.257 which is higher than the auditor that is 7.706. This resulted in an average of ethical moral consideration as auditors higher than moral considerations of ethics as a management accountant.

As the above evidence, it can be concluded that the moral considerations of ethics as a whole is higher than the auditor's consideration of moral ethics as management accountants. Such a fact is due to the auditors' due care that has a higher ethical moral judgment. This is because they have responsibility for corporate management, in particular responsibility towards the public

**Table 6a**  
**ANOVA Result of Interest Ranking from 12 Items**  
**by Management Accountants and Auditors**

**ANOVA: TOTALVAL**

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	529.351	1	529.351	14.756	.000
Within Groups	7174.713	200	36.874		
Total	7704.064	201			

Source: Estimated result by SPSS 15 for Windows.

**Table 7**  
**Result of Variable Items on Changing or Not Changing the Report**  
**And Ranking Order**

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
AUDIT	101	41.000	81.000	67.250	7.706
AKTMG	101	45.000	84.000	64.91	8.257
Valid N (listwise)	101				

Source: Estimated result by SPSS 15 for Windows.

**Table 7a**  
**ANOVA Result of All variables on Changing or Not Changing**  
**the Report and Ranking Order**

**ANOVA: TOTALVAL**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	275.723	1	275.723	4.323	.039
Within Groups	12757.010	200	63.785		
Total	13032.733	201			

Source: Estimated result by SPSS 15 for Windows.

with a professional accountant.

However, as a management accountant, a lower ethical moral judgment is only liable for the survival and progress of the company alone, so there are fewer tendencies to act ethically as change reports. It also shows that as the auditor (student in experimental situations) have the moral considerations of ethics is better, because the value of moral judgment as an auditor ethics are better than the situation of moral judgment and ethics as a management accountant in value showed significant differences significantly.

**CONCLUSION, IMPLICATION, SUGGESTION, AND LIMITATIONS**

It can be generalized that the consideration of moral ethics as a whole is higher than the

auditor's consideration of moral ethics as management accountants. This is because the auditors have due care that has a higher ethical moral judgment. This condition is due to their responsibility for corporate management, in particular responsibility towards the public with a professional accountant.

Yet, as a management accountant, a lower ethical moral judgment is only liable for the survival and progress of the company alone. Therefore, there is a little tendency for them to act ethically in changing their reports. The results also suggest that as auditors (students in the experimental situation) should have a moral considerations of ethics is better, because the value of moral judgment as an auditor ethics are better than the

situation of moral judgment and ethics as a management accountant in value showed significant differences significantly.

It is expected to contribute to the development of accounting education literature in Indonesia and encourage research on accounting education in the future, whereas the limitations in this study are expected for better improvement in the future. The results can also be used as basis or input for academicians to discuss effective ethics subject in accounting education. For further research, this study evidence is also expected to be useful for the accreditation body to conduct an assessment of the curriculum and syllabus of the course an accounting course.

Some limitations concern some interference on the results of research so that the researchers suggest as the following. First, since the research uses quasi-experimental method, it may cause problems if the respondent's perception is different from the real situation. The way of collecting data in this study also does not go through the interview process, so the conclusion is drawn based only on data collected through the use of an instrument in writing.

Second, it is on the survey approach which is generally located on the internal validity. Weaknesses can be minimized by the author through the test of validity and reliability testing so that in general, the research data are quite consistent and accurate.

Third, it is on the tests that on non-response bias that is to test whether the respondents have answered no contention or the same view with respondents who gave answers.

Last of all, it is on the sample taken from only one university only. As such, the research results can not be generalized. Samples in other cities in Indonesia will be able to increase external validity.

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