THE PERCEIVED FORENSIC ACCOUNTING EDUCATION DEVELOPMENT IN INDONESIA

Ananto Prabowo[1]

Abstract: *The aim of this study is to examine and analyze forensic accounting education development in Indonesia. 330 postgraduate students of accounting from prominent universities in Indonesia were the respondents. 72.42% response rate or 239 were returned questionnaire. The responses are ranked based on mean scores using five-point Likert scale ranging from 1 unimportant to 5 very important. Additional questionnaires were answered accordingly. This research investigated the difference preference between groups. The groups which held as respondents are working experience groups and educational background groups. Descriptive statistics analysis and inferential analysis such as ANOVA, robust test of equality of means and correlation test have been implemented. The result of this study showed that respondents agrees on the importance of forensic accounting subject to be included into accounting curriculum at undergraduate level in the universities in Indonesia. Finding of this study also indicate that forensic accountant services are needed to fight money laundering crime. The result of this study provide valuable guidance and information to educators, practitioners, attorneys, regulators and other parties relate to forensic accounting education.*

Keywords: *Forensic accounting, money laundering, fraud, education, curriculum*

JEL Classification: *K13, M41, M42, M49*

INTRODUCTION

Frauds occurrence in public and private sectors has continuously become problematic for law enforcement authorities worldwide. Financial frauds previously occurred such as Enron, WorldCom, Global Crossing, Bali bank, Century bank, BNI L/C, etc, have changed accounting practices in identifying and preventing fraudulent activities in financial matter. Moreover, a study had an estimation of losses for all types of fraud for 5 percents (ACFE, 2014). As stated by world bank that gross world product in 2013 is $ 75,621 trillion which give a projected loss on total global world product of $ 3.7 trillion. Indonesia has GDP of $ 868,346 million with projected potential loss more than $ 43,417 million on frauds.

---

[1]TanriAbeng University, Department of Accounting, Indonesia Email: ananto.prabowo@gmail.com

Implementing fraud and forensic accounting education has somehow may be seen as an important task to do in our society to reduce fraud occurrence. Thus, the growing profession to detect and prevent financial fraudulent is accounting profession (Imoniana et al 2013). In Indonesia, Law no 8 year 1981 concerning the law of criminal procedure article 179 (1) state any person who is asked for his opinion as a doctor of forensic medicine or as a physician or other expert shall be obligated to give expert testimony in the interest of justice. This law has given experts to become a witness and express his/her opinion in the court, including forensic accountant.

As crimes, corruptions, malfunction of regulator, security scams and other upcoming financial frauds increase, forensic accounting discipline's grows in order to counter such crimes. Thus, show indications the increasing demand for forensic accountants (Mukoro et al 2013).Techniques and skills of forensic accounting are useful to help in investigating fraud occurrence whereas the external auditors do not or may not have the required training to tackle such fraud (Gbegi and Adebisi 2014). Necessary skills and knowledge other than accounting disciplines are required by forensic accountant to perform its duties (Prabowo 2013a; Prabowo 2013b)

Year 2005 is a beginning of a successful year for forensic accounting in Indonesia where *Indonesian Financial Transaction Reports and Analysis Center* or PPATK as Indonesian Financial Intelligence Unit was able to prove to court that a perpetrator was involved in embezzlement BNI' Letter of Credit by using a method called *follow the money trail* (PPATK 2004, 2005). *Follow the money trail* as a part of forensic accounting method had been implemented (Johnson 2009; Thomas 2010; Cowly 2010; Warshavky 2013*).

It is predicted that number of frauds increase over years and accounting school has been expected to include some fraud subject in their curriculum, which is not always applied by universities. Therefore, concerned has arisen among investor, regulators and other stakeholder with the difficulties and failure of accountants to detect and prevent fraud in organization. Consequently, critics toward accounting schools have been addressed for lack of training to detect fraud (Jackson et al 2013). Albretch et al 2012, identify three factors for educators failure that cause to a number of financial statements frauds. First, students were not accoutered to deal with real ethical dilemmas in the business conditions by not providing sufficient education and training. Second, student were not equipped with fraud education, therefore, most accounting students would not be able to recognize the occurrence of fraud directly because majority of accounting students do not understand the elements of fraud, perceived pressures and opportunities, the process of rationalization or indication of the possible presence of dishonest behavior. Third, educators teaching method did not use content as a context to help students to develop its analytical skills.

AACSB accounting accredited schools have been very slow in implementing forensic accounting and fraud examination subjects in their curriculum (Meier et al 2010). Most accounting schools are teaching two related audit subject. Some accounting schools have adopted additional subject relate to fraud that specialize in forensic accounting as a result of fraud increment.

Forensic accounting someway seen as an important part in accounting discipline in countering fraud, this study will investigate about the expectation of different group respondents on their perception toward forensic accounting education in Indonesia.

Postgraduate level students are seen as suitable respondents which might have some work experience in accounting and skills that undergraduate majoring in accounting will have instilled (Italia 2012). The respondents are accounting postgraduate students from universities in Jakarta that held accounting profession education accredited by The Indonesian Institute of Accountant.

The purpose of the study are to determine the importance of forensic accounting education at undergraduate level, to perceive the response of universities in developing forensic accounting education, to determine the necessity of professional forensic accounting education in advancing forensic accounting skills, to analyze current implementation of accounting curriculum toward implementation of forensic accounting at universities in Indonesia, and to identify the main user of forensic accounting.

The reminder of this study is arranged as follows. The following section provides empirical study on forensic accounting. The third section outlines the research method. The fourth sections render the result and discussions. The fifth sections provide conclusion and limitation of the study

Empirical Study on Forensic Accounting

Forensic accounting has played important role in preventing and detecting frauds. Thus, it has made forensic accounting increasingly important in accounting discipline. A never ending occurrence of fraud has made the increasing demand for service in fraud investigation, hence, forensic accountants are in demand. Mentality, method and experience are regarded as fundamental elements for forensic accountant. A strategic position to facilitate the accomplishment of those elements is on higher education institution (Prabowo 2013a).

It is recommended that accounting curriculum needs a significant modification or updating to current needs by allowing professional services such as forensic accounting and elective course to allow some specialization (Seda and Kramer 2014). Preparing accounting students to every situation they may encountered by teaching any audit subject is not reasonable. Understanding of forensic accounting

subject will enable students to learn how perpetrators take advantage of company's specific opportunity may be very importance (Carpenter et al 2011)

To prevent, detect and response to fraud-related cases has made the adoption of forensic accounting mindset and skills important for task performance on fraud risk assessment in Malaysian and Nigerian public sector (Popoola et al. 2014a; Popoola et al. 2014b). Forensic accounting has ability to prevent and limit fraud's scope, there is an existence of the effect of using forensic accounting to detect financial corruption cases (alabdullah et al 2014). Britain, Canada, Germany and United State have implement forensic accounting to uncover and reduce crime (Gbegi and Adebisi 2014). Indication for the demand for forensic accountants will continue to be high (McMullen & Sanchez 2010). As forensic accounting demand increases over years and it is expected that businesses and law firm will not always rely exclusively on third party provider instead will build in-house forensic accounting capabilities (Henning & Misuraca 2013). As a result, forensic accounting education provided by academic institution and stakeholder organization are faced with numerous questions regarding the nature, extent and format of a worthwhile curriculum of discipline (Khan & Shanikat, 2013)

In Indonesia, Law no 30 year 2002 concerning eradication corruption commission article 13 (c) state eradication corruption commission have to organize anti-corruption education programs at every level of education. Thus, education of forensic accounting is one of the subject in accounting relate to fraud prevention and detection has been seen as an important subject. Eradication corruption commission of Indonesia trained their investigator with a knowledge of forensic accounting since 2013 (KPK 2014, 2013).

American Institute of Certified Public Accountant (AICPA) and Chartered Professional Accountants of Canada (CPA Canada) required its qualified member to be a forensic accountant need to acquire Certified in Financial Forensic (CFF) credential. In addition, Association of Certified Fraud Examiner (ACFE) is providing certification for fraud called Certified Fraud Examiner (CFE) credential.

The incremental benefit of forensic accounting subject as additional subject to audit toward fraud judgment is existed. As on the study Carpenter et al (2011), examines students after completion of the subject increase students sensitization to the presence of fraud and implies of higher level of skepticism. Furthermore, after seven months of subject completion, students' knowledge are sustained and improve as they relate to fraud-risk factors over time.

There is a clean-cut different purpose or function between forensic accounting and audit. Studies have make a distinction between forensic accounting and audit. Audit purpose is expression of an opinion on the accuracy and completeness of financial statements, whereas forensic accounting is the systematic collection of

financial data to analyze and interpret complex financial issues and to respond complaints arising from criminal matters, civil litigation and inquiries arising from corporate investigation (Smith 2012). Professional skepticism and analytical ability to look beyond the presented numbers in order to investigate and uncover the actual intent of the transactions is determined by forensic accounting, in contrast, to determine on whether a company's financial statements are presented with reasonable assurance where no material misstatement exists is the focus of audit (Warshavsky 2013). In assisting management to implement its strategies adequately toward goal congruence, reports the true and fair statements of business affairs to stakeholders to make decision are performed by audit while investigating deviation of conduct and impact measurement are performed by forensic accounting (Imoniana et al. 2013). The job to find out the deliberate misstatements is the function of auditing and examining the misstatements deliberately is the function of forensic accounting (Kushnirof 2012). The implementation of forensic accounting is conducted if the auditor has suspicion on irregularities and intentional misrepresentations in the financial statements (Italia 2012).

RESEARCH METHOD

Questionnaires were conducted at three well known universities which are located in Jakarta and surrounding areas. The universities are University of Indonesia, Trisakti University and Tarumanegara University. Student respondents were on semester three and four. These questionnaires are meant to gather information regarding the perspective of postgraduate students of accounting toward forensic accounting in Indonesia. The questionnaire will consider questions and multiple choices.

The questionnaire responses were processed using non statistical software and electronic statistical packages such as SPSS (Statistical Package for Social Science) and spreadsheet.

Questionnaire and Problem Statements

The questionnaire has been pre-tested throughout a review and feedback from 10 lecturers and 10 students. Revisions on questionnaire had been made with minor corrections and the final version of the questionnaire had been made based on reviews and comments received from lecturers and students.

The questions which will be answered are:

1. Is there any difference preference in the importance of forensic accounting to be included into accounting school's curriculum among groups?

2. How do the groups view the role of universities and other organization in introducing and developing forensic accounting in Indonesia?

3. What is the main user that may require forensic accounting?

The answer will be obtained by analyzing preference of each group. To assist in analyzing the result from respondents, demographic information has been requested

Hypothesis

H1: There is significant difference on perspective toward forensic accounting education based on educational background

H2: There is significant difference on perspective toward forensic accounting education based on work experience

Research Objective

This study aims are to investigate whether there is difference preference in forensic accounting education and the role of universities and other professional bodies in the development of forensic accounting among groups. In addition, the desire user of forensic accounting will be obtained. Therefore, it will be able to identify forensic accounting education development in Indonesia.

Data Collection

Three universities which held a postgraduate program in accounting couple with accounting profession education in Jakarta and surrounding area had been visited to do questionnaire. The distribution of questionnaires took place in the classrooms during break time with and without the presence of researcher. 330 accounting postgraduate students were given to answer the questionnaire. Accounting postgraduate students from universities that held profession accounting education accredited by Indonesian National Accreditation for Higher Education (BAN-PT) and receive acknowledgment from The Indonesian Institute of Accountants (IAI) for accounting profession education have been chosen. The period of two months had been applied, due to availability time from each universities in conducting the questionnaire. Some universities did not give permission for researcher to enter the classrooms, as a result, not all the targeted respondents were answering the questionnaire due to some reasons.

330 questionnaires were distributed to postgraduate students of accounting at four prominent universities. Table 1, shows a response rate of 72.42 percent from total of 239 returned questionnaires. The remaining of 27.58 percent is non returned responses. It may due to the fact that questionnaire had been conducted in the classroom during the class break with and without the presence of researcher that vary the result of the return rate. Higher success rate achieved where the researcher distribute and monitor the questionnaire in classrooms.

In contrary, lower success rate may caused where the absence of the researcher happened in distributing and monitoring the questionnaire in classrooms may cause. Few respondents scanned the questionnaire and emailed their answer on questionnaire to a given email address. The returned responses rate of 72.42% was a reasonable rate to be used to understand the perspective of respondents regarding forensic accounting education as well as to draw valid conclusions in this study.

Table 1:
Summary of Response Rate

Total Questionnaires	330
Returned Questionnaires	239
Non Returned Questionnaire	91
Response Rate	72.42%

Sample Data Analysis

In this study, respondents were asked to answer the questionnaire consisted of 6 questions which were grouped into three. First, there are two questions about education background and working experience. Second, there is a question about the expected user of forensic accounting. Third, there are three questions related to forensic accounting educations and were determined with Likert scale with a score of 1 indicating "unimportant" to score of 5 indicating "very important".

Descriptive statistics were used to describe each group which consist of either or combination of frequency, percentage, mean and standard deviation of related answers for forensic accounting.

Statistic analysis uses bounded two-tailed test on 0.05 levelfor all inferential analysis on statistical analysis. Reliability test was performed conducted with cronbach's alpha of 0.502. The main analysis use one way analysis of variance (ANOVA) to understand the difference between two or more groups. ANOVA would be utilized to compare postgraduate students with their working experience of 0-24 months, 25-60 months and above 60 months in relevance of the perspective of forensic accounting education. Furthermore, ANOVA also implemented to compare postgraduate students based on their educational background of Accounting and non accounting. Further, homogeneity of variance and robust tests of equality of means also used. Finally, correlation test was conducted to look for the relation between three questions that measure using Likert scale.

RESULT AND DISCUSSIONS

A full demographic profile of respondents is presented in table 2. The data for education background for the respondents consist of 82 percent from accounting, 2.51 percent from taxation, 3.77 percent from finance and 11.72 percent from other disciplines. 82 percent education background is accounting indicate that a profession of accountant is highly regarded by accountants in pursuing additional study. A learning process for young professionals gain their professional knowledge at workplaces (Koklarova and Pauknerova 2013). Additionally, the respondents' data shows that the respondents have accounting related working experience, 37.66 percent has working experience of 0-24 months, 31.38 percent has working experience of 25-60 months, 30.96 percent has working experience more than 60 months. Ninety respondents or 37.66 percent who have experience below 24 months also indicate that the respondents have an understanding knowledge of accounting and 62.34 percent explains that respondents have more exposure in accounting knowledge.

Table 2
Demographic Profile and Respondents

	Frequency	*Percentage*
Accounting Related working experience		
• 0-24 Months	90	37.66
• 25-60 Months	75	31.38
• Above 60 Months	74	30.96
	239	100
Educational Background		
• Accounting	196	82
• Taxation	6	2.51
• Finance	9	3.77
• Others	28	11.72
	239	100

Descriptive Statistic

In this study, accounting postgraduate students were asked to rate the relative importance of forensic accounting education at the universities and other professional institution. A five-point Likert scale ranging 1 as unimportant to 5 as very important has been adopted. The scale was based on difference work experience and educational background possessed by respondents. Mean, standard deviation and standard error were summarized in table 3.

The questions had been classified into three questions. First, to identify whether respondents perceive an opinion that forensic accounting should be included in the curriculum of undergraduate level in accounting major, hereafter described as "UNDERGRAD". Second, to identify whether the respondents perceive an opinion where forensic accounting as one of accounting discipline relate to fraud has not received earnest attention from universities as a priority course, hereafter described as "UNI". Third, to identify whether the respondents perceive an opinion to become forensic accountant, accountant needs additional professional training and certification, hereafter described as "TRAIN".

Table 3
Mean and standard deviations among groups

		N	*Mean*	*Std Deviation*	*Std Error*
UNDERGRAD	0-24 Months	90	3.8111	0.89812	0.09467
	25-60 Months	75	3.9067	0.87261	0.10076
	>60 Months	74	3.6892	1.15777	0.13459
	Total	239	3.8033	0.97825	0.06328
	Accounting	196	3.8571	0.97665	0.06976
	Non Accounting	43	3.5581	0.95873	0.14620
	Total	239	3.8033	0.97825	0.06328
UNI	0-24 Months	90	3.8222	0.69634	0.07340
	25-60 Months	75	3.8933	0.72733	0.08398
	>60 Months	74	3.8514	0.90179	0.10483
	Total	196	3.8536	0.77208	0.04994
	Accounting	43	3.8724	0.79036	0.05645
	Non Accounting	239	3.7674	0.68443	0.10437
	Total		3.8536	0.77208	0.04994
TRAIN	0-24 Months	90	4.1889	0.71727	0.07561
	25-60 Months	75	4.1867	0.76571	0.08842
	>60 Months	74	4.2973	0.90250	0.05122
	Total	239	4.2218	0.79189	0.05133
	Accounting	196	4.2245	0.82313	0.05880
	Non Accounting	43	4.2093	0.63838	0.09735
	Total	239	4.2218	0.79189	0.05122

The result showed in "UNDERGRAD" section that a group with working experience of 0-24 months has a mean of 3.8111 and standard deviation of 0.89812. Another group with working experience of 25-60 months has a mean of 3.9067

and standard deviation of 0.87261. The third group with working experience more than 61 months has a mean of 3.6892 and standard deviation of 1.15777. Fourth, a group with accounting education background has a mean of 3.8571 and standard deviation of 0.97665. Fifth, a group with non accounting education background has a mean of 3.5581 and standard deviation of 0.95873. The results showed that all mean among three groups of working experience and two groups of educational background had a mean score close to 4 respectively on a five-point Likert scale. This result had an indication that postgraduate accounting students perceived forensic accounting subject should be included in the curriculum at undergraduate level in accounting major.

Second result in "UNI" section showed that a group with working experience of 0-24 months has a mean of 3.8222 and standard deviation of 0.69634. Another group with work experience of 25-60 months has a mean of 3.8933 and standard deviation of 0.72733. The third group with work experience more than 61 months has a mean of 3.8514 and standard deviation of 0.90179. Fourth, a group with accounting education background has a mean of 3.8724 and standard deviation of 0.79036. Fifth, a group with non accounting education background has a mean of 3.7674 and standard deviation of 0.68443. The results showed that all mean among three groups of working experience and two groups of educational background had a mean score close to 4 respectively on a five-point Likert scale. This result had an indication that postgraduate accounting students perceived forensic accounting subject as one of accounting discipline has not considered as a priority course and has not received serious attention from the universities.

Third result in "TRAIN" section showed that a group with working experience of 0-24 months has a mean of 4.1889 and standard deviation of 0.71727. Another group with work experience of 25-60 months has a mean of 4.1867 and standard deviation of 0.76571. The third group with work experience more than 61 months has a mean of 4.2973 and standard deviation of 0.90250. Fourth, a group with accounting education background has a mean of 4.2245 and standard deviation of 0.82313. Fifth, a group with non accounting education background has a mean of 4.2093 and standard deviation of 0.63838. The results showed that all mean among three groups of working experience and two groups of educational background had a mean score close to 4 respectively on a five-point Likert scale. This result had an indication that postgraduate accounting agree that accountant needs further professional education or training and certification to be regarded as forensic accountant.

Overall result in UNDERGRAD, UNI and TRAIN sections respectively had average mean of 3.8033, 3.8536 and 4.2218 which means that in general all groups had the same perspective which apprehended the importance of forensic accounting subject to be included in the curriculum of accounting undergraduate

studies and request universities to give more attention on forensic accounting subject. Additionally, to be a professional forensic accountant, the respondents agrees that additional professional training and certification must be earned prior engaging forensic accounting service and becoming forensic accountant.

The result shown in UNDERGRAD and UNI agree with general conditions at universities in Indonesia toward forensic accounting education. Additional surveys on curriculum adoption of forensic accounting subject had been conducted to support findings. The researcher did web survey of 39 universities in Indonesia that have accounting undergraduate program which accredited by Indonesian National Accreditation for Higher Education (BAN-PT) and receive acknowledgment from The Indonesian Institute of Accountants (IAI) for accounting profession education. The web survey were conducted at 39 universities, however, only 29 universities present their curriculum at their website. The survey result show only five universities have included forensic accounting subject into their curriculum. This conditions show that forensic accounting subject are not widely included into accounting schools' curriculum and it seems that universities did not give high attention of forensic accounting.

As briefly express on table 4, the main perspective of the user of forensic accounting is for anti money laundering service. Respondents were asked to choose all the options given to them without ranking it down and choose one or more than one choice. This result inline with one of the purpose of forensic accounting in detecting fraud-related cases which usually resulted from money laundering crime. This result agrees with previous study in Malaysia where forensic accounting is one of necessary knowledge to be obtained by investigator to fight money laundering in financial institution (Shanmugam and Thanasegaran 2008).

Table 4
Forensic Accounting Area of Services

Insolvency and Bankruptcy	89
Anti Money Laundering	186
Financial Statements Misrepresentations	100
Public and Private sectors' damage calculation	112
Family Law	11
Appraisal	26

Inferential Analysis

To determine if the three groups of working experience (0-24 months, 25-60 months and above 60 months) and educational background (accounting and non

accounting) have different preferences in their rating of the forensic accounting education, an analysis of variance (ANOVA) is performed. Robust tests were applied to confirm homogeneity of variance assumption. Table 5 presents homogeneity test of variance. Table 6, present Analysis of Variance ANOVA of forensic accounting education toward their perspective among working experience groups and educational background. Further, Table 7 showed a following test of robust test of equality of mean between groups based on working experience and educational background.

The first test on ANOVA performed to the UNDERGRAD is statistically not significant for working experience groups of with F 0.924 and Sig(p) 0.398 and significance among different education background are F 3.327 and Sig(p) 0.069, the tests in two groups are not significant because p>0.05. The further tests had been implemented to support or confirm the result on ANOVA.

Homogeneity test of variance on UNDERGRAD has a result of Sig (p) 0.005 on work experience group, means the homogeneity of variance assumption has been violated because p<0.05. Thus, robust test of equality means of Welch will be regarded. However, on educational background has a result of 0.425 has been met with homogeneity of variance assumption. The robust tests of equality of means of Welch and Brown-Forsythe respectively have a score of Sig (p) 0.433 and 0.405 toward UNDERGRAD for working experience group which are not significant (p>0.05) on both type of tests. The robust tests of equality of means for both Welch and Brown-Forsythe have a score of Sig 0.070 toward UNDERGRAD for education background which are not significant (p>0.05) on both type of tests.

The results show not significant result which indicate three groups of different working experience and educational background had the same perceptions for forensic accounting subject should be included in the study of undergraduate level in accounting major. Thus, H1 and H2 are not accepted

The second test on ANOVA performed to the UNI is statistically not significant for working experience groups of with F 0.173 and Sig (p) 0.841 and 0.841 and significance among different education background are F 0.651 and Sig (p) 0.420, the tests in two groups are not significant because p>0.05. The further tests have been implemented to support or confirm the result on ANOVA.

Homogeneity test of variance on UNI has a result of Sig (p) 0.346 and 0.878 respectively on work experience group and educational group, means the homogeneity of variance assumption has been met because p>0.05. The robust tests of equality of means of Welch and Brown-Forsythe respectively have a score of Sig (p) 0.817 and 0.845 toward UNI for working experience group, which are not significant (p>0.05) on both type of tests. The robust tests of equality of

means for both Welch and Brown-Forsythe have a score of Sig 0.379 toward UNI for education background which are not significant (p>0.05) on both type of tests.

The results show not significant result which indicate groups of different working experience and education background had the same perceptions on forensic accounting subject as one of accounting discipline has not considered as a priority course and has not received serious attention from the universities. Thus, H1 and H2 are not accepted

The third test on ANOVA performed to the TRAIN is statistically not significant for working experience groups of with F 0.486 and Sig (p) 0.616 and significance among different education background with F 0.013 and Sig (p) 0.910, the tests in two groups are not significant because p>0.05. The further tests have been implemented to support or confirm the result on ANOVA.

Homogeneity test of variance on TRAIN has a result of Sig (p) 0.198 and 0.162 respectively on work experience group and educational group, means the homogeneity of variance assumption has been met because p>0.05. The robust tests of equality of means of Welch and Brown-Forsythe respectively have a score of Sig (p) 0.660 and 0.622 toward TRAIN for working experience group, which are not significant (p>0.05) on both type of tests. The robust tests of equality of means for both Welch and Brown-Forsythe have a score of Sig 0.894 toward TRAIN for education background which are not significant (p>0.05) on both type of tests.

The results show not significant result which indicate groups of different working experience and education background agree that forensic accountant needs additional professional training and certification. Thus, H1 and H2 are not accepted.

Table 5
Test of Homogeneity of Variance

		Levene Statistic	*df1*	*df2*	*Sig.*
UNDERGRAD	Work Experience	5.510	2	236	0.005
	Education Background	0.638	1	237	0.425
UNI	Work Experience	1.067	2	236	0.346
	Education Background	0.023	1	237	0.878
TRAIN	Work Experience	1.631	2	236	0.198
	Education Background	1.969	1	237	0.162

Table 6
Analysis of Variance ANOVA between groups

		Sum of Square	df	Mean Square	F	Sig
UNDERGRAD	Work Experience	1.770	2	0.885	0.924	0.398
	Education Background	3.153	1	3.153	3.327	0.069
UNI	Work Experience	0.207	2	0.104	0.173	0.841
	Education Background	0.389	1	0.389	0.651	0.420
TRAIN	Work Experience	0.612	2	0.306	0.486	0.616
	Education Background	0.008	1	0.008	0.013	0.910

Table 7
Robust Test of Equality of Means

			Statistic*	df1	df2	Sig
UNDERGRAD	Welch	Work Experience	0.843	2	150.627	0.433
	Brown-Forsythe		0.908	2	208.388	0.405
	Welch	Education Background	3.407	1	62.602	0.070
	Brown-Forsythe		3.407	1	62.602	0.070
UNI	Welch	Work Experience	0.202	1	150.044	0.817
	Brown-Forsythe		0.169	2	211.200	0.845
	Welch	Education Background	0.783	1	68.900	0.379
	Brown-Forsythe		0.783	1	68.900	0.379
TRAIN	Welch	Work Experience	0.416	2	150.371	0.660
	Brown-Forsythe		0.476	2	215.278	0.622
	Welch	Education Background	0.018	1	76.048	0.894
	Brown-Forsythe		0.018	1	76.048	0.894

To measure the linear correlation or dependency between three questionnaire questions on UNDERGRAD, UNI and TRAIN, further set of analysis is performed by using Pearson correlation coefficient.

Table 8 present the statistical result for correlation between UNDERGRAD, UNI and TRAIN. UNDERGRAD and UNI had a coefficient correlation of 0.290. UNI and TRAIN have a coefficient correlation of 0.294. UNDERGRAD and TRAIN had a coefficient correlation of 0.170. As stated on the result of coefficient correlations test which can be address that forensic accounting education have a moderate significant correlation for its importance to be included into curriculum at the undergraduate studies majoring in accounting and universities must support its existence at undergraduate level. Additionally, professional education and certification of forensic accounting will give acknowledgment of abilities of forensic accountant.

Respondents might be influenced by some factors on their perceptions for the forensic accounting education in Indonesia. It is suspected that forensic accounting services are not offered by accounting firms in Indonesia. Thus, it might be one of the reason of forensic accounting subject is not widely offer by every universities as it is for audit course.

Table 8
Correlation

		UNDERGRAD	*UNI*	*TRAIN*
UNDERGRAD	Pearson Correlation Sig (2 tailed) N	1	0.290**	0.170*
UNI	Pearson Correlation Sig (2 tailed) N	0.290**	1	0.294**
TRAIN	Pearson Correlation Sig (2 tailed) N	0.170**	0.294**	1

** Correlation is significant at the 0.01 level (2-tailed)

CONCLUSION

The result of this research is based on the questionnaire performed on postgraduate students of accounting from some universities which are accredited by BAN PT and received acknowledgment from IAI for accounting profession education, concerning forensic accounting education in Indonesia. The result of overall samples show three general perceptions of postgraduate students of accounting on forensic accounting education. Firstly, the importance of forensic accounting education at undergraduate level. Secondly, forensic accounting professional education and certification as one of method to advance the knowledge and skills to be a forensic accountant. Thirdly, anti money laundering as the main user of forensic accounting

The results show the groups work experience (0-24 months, 25-60 months and above 60 months) and the group of educational background (accounting and non accounting) have the same perceptions that it is important for forensic accounting subject to be included into curriculum of accounting at undergraduate level at universities in Indonesia. In addition, respondents believed that universities have not put enough attention to the development of forensic accounting education in Indonesia. Thus, can be seen as few universities included forensic accounting into their curriculum. It is suggested that professional or certification of forensic accounting is necessary to be obtained by forensic accountant prior practicing forensic accounting. Finally, it is perceived that forensic accounting is deemed to work in anti money laundering area.

An increased inclusion of forensic accounting subject into curriculum at undergraduate level of accounting is being viewed as an important attribute to increase development of forensic accounting in Indonesia. Forensic accounting professional education and certification are seen as one of method to advance the knowledge and skills to be a forensic accountant.

Thus, if students are equipped with forensic accounting knowledge, accounting graduates will acquire sound ability to detect and prevent fraud in many sectors including money laundering.

Implication and Limitation

Valuable guidance and information might be provided as a result of this research to educators, practitioners, administrators, regulators, attorneys and any other related parties in the process to implementation of forensic accounting by providing proper education.

Limitation in this research may consist of 2 aspects. First, responses gathered from questionnaire, which may be biased by the subjectivity of postgraduate students of accounting. Second, respondents were accounting students and may

have experience in accounting with or without undergraduate degree in accounting, however, it is a possibility that the respondents may not have relevant experience or exposure in forensic accounting. Therefore, respondents with relevant working experience and exposure might generate a different selection of result.

Since, fraud is a world issue especially in developing countries with less implementation of forensic accounting, future research could examine how to introduce and implement forensic accounting in the society of the country through education institutions.

References

Alabdulla, TTY, Alfadhl, MMA, Yahya, S & Rabi, AMA 2014. 'The Role of Forensic Accounting in Reducing Financial Corruption: A Study in Iraq'. *International Journal of Businesses and Management*. Vol 9, No 4, pp. 26-34.

Association of Certified Fraud Examiners 2014. *Report to the nations on occupational fraud and abuse*.http://www.acfe.com/rttn/docs/2014-report-to-nations.pdf (Accessed 03 April 2015)

Carpenter, TD, Durtschi, C & Gaynorm LM 2011.'The Incremental Benefits of a Forensic Accounting Course on Skepticism and Fraud-Related Judgements'. *Issues in Accounting Education.* Vol 26, No 1, pp. 1-21.

Cowly, M 2010. 'Forensic Accountants 'Follow the Money'. *Targeted News Service*, 07 October.

Gbegi, DO & Adebisi, JF 2014. 'Forensic Accounting Skills and Techniques in Fraud Investigation in the Nigerian Public Sector'. Vol. 5, No 3, pp. 243-252.

Henning, SL & Misuraca, Y 2013. 'Increased Regulation Drives Demand for Forensic Accounting Services. *The Metropolitan Corporate Counsel*, Vol. 21, No 12. pp 19.

Imoniana, JO, Antunes, MT, Formigoni, H 2013.'The Forensic Accounting and Corporate Fraud'.*Journal of Information Systems and Technology Management*. Vol. 10, No. 1, pp. 119-144.

Italia, M 2012. 'The Multi-Disciplined Skills Required of Forensic Accountants'.*Journal of Modern Accounting and Auditing.* Vol. 8, No3, pp. 365-373.

Johnson, H 2009. 'Follow the fraud wave to find the money trail'. *Crain's New York Business.* Vol 25, No 39, pp. 17.

Khan, A & Shanikat, M 2013. Culture-Specific Forensic Accounting Conceptual Framework: A Skills Set Theoretical Analysis. *International Journal of Business and Management.* Vol 8, No 12, pp. 112-123.

Koklorova, B & Pauknerova, D 2013. 'Acquisition of Professional Knowledge: How Do Today's Postgraduates Learn?'. *European Scientific Journal.* Vol 9, No 43, pp. 125-137.

KPK (Komisi Pemberantasan Korupsi, The Corruption Eradication Commission) 2013, Annual Report 2013, KPK, Jakarta. http://www.kpk.go.id/images/pdf/laptah/annual_report_2013.pdf (Accessed 16 April 2015)

KPK (Komisi Pemberantasan Korupsi, The Corruption Eradication Commission) 2014, Annual Report 2014, KPK, Jakarta. http://www.kpk.go.id/images/pdf/laptah/Laporan%20Tahunan%20KPK%202014.pdf (Accessed 16 April 2015)

Kushniroff, M 2012. 'Forensic Accounting Demystified'. *Journal on Global Science and Technology Forum Business Review,*Vol 1, No 4, pp. 19-24.

Law No 8 (1981), on the Law of Criminal Procedure (KUHAP). http://peraturan.go.id/uu/nomor-8-tahun-1981-11e44c4e6fbe56808064313231343039.html (Accessed 16 April 2015).

Law No 30 (2002) on the Corruption Eradication Commission. http://peraturan.go.id/uu/nomor-30-tahun-2002-11e44c4ef1a942c0aabd313231373437.html (Accessed 16 April 2015).

McMullen, DA & Sanchez, MH 2013. A Preliminary Investigation of the Necessary Skills, Education requirements, and Training requirements for Forensic Accountants.*Journal of Forensic & Investigative accounting.*Vol. 2, No 2, pp. 30-48.

Popoola, OMJ, Ahmad, AC & Samsudin, RS 2014. 'Impact of Task Performance Fraud Risk Assessment on Forensic Skills and Mindsets: Experience from Nigeria'.*International Journal of Business and Social Science.* Vol. 5, No 9, pp. 216-224.

Popoola, OMJ, Ahmad, AC & Samsudin, RS 2014. 'Forensic Accounting and Fraud: Capability and Competence Requirement in Malaysia'. *Journal of Modern Accounting and Auditing* Vol. 10, No 8, pp. 825-834.

PPATK (Pusat Pelaporan dan Analisis Transaksi Keuangan, Indonesian Financial Transaction Reports and Analysis Centre) 2004. 'An Effort to "Dry Out" Money Laundering'. viewed Jan 23, 2015, http://www.ppatk.go.id/pages/detail/104/812?reloaded=yes (Acccessed 23 January 2015)

PPATK (Pusat Pelaporan dan Analisis Transaksi Keuangan, Indonesian Financial Transaction Reports and Analysis Centre) 2005 Adrian Sentence Life Imprison. http://www.ppatk.go.id/pages/detail/104/841?reloaded=yes (Acccessed 23 January 2015)

Prabowo, HY 2013a. 'Better, Faster, Smarter: Developing a Blueprint for Creating Forensic' *Accountants. Journal of Money Laundering Control.* Vol 16, No 4, pp. 353-378.

Prabowo, HY 2013b. Forensic Accounting, Anyone?. *The Jakarta Post*, 04 Nov. http://www.thejakartapost.com/news/2013/11/04/forensic-accounting-anyone.html (Accessed 10 April 2015)

Seda, M, & Kramer, BKP 2014.'An Examination of the Availability and Composition of Forensic Accounting Education in the United States and Other Countries'.*Journal of forensic and Investigative Accounting.* Vol 6, No 1, pp 1-46

Shanmugam, B & Thanasegaran, H 2008.'Combating Money Laundering in Malaysia'. *Journal of Money Laundering Control.* Vol 11, No 4, pp. 331-344

Smith, EP 2012.'The Basics of Business Valuation, fraud and Forensic Accounting, and Dispute Resolution Services'. *The CPA Journal*, Vol 82, No 6, pp 6-11

Thomas, N 2010.'Forensic Accountants' to Search for Money'. *The Scotsman*, 20 January, pp. 7.

The World Bank. *GDP rangking.*http://data.worldbank.org/data-catalog/GDP-ranking-table (Accessed 15 April 2015)

Warshavsky, MS 2013. 'The Role of Forensic Accountants in Litigation Cases'. *The CPA Journal*, Vol 83, No 6, pp. 58-61.