

Preventing Corporate Corruption through Strengthening Accounting Education in Higher Education

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Abstract:

The massive number of corporate corruption in Indonesia seems to question again why auditors cannot or do not stop it or even report after it is discovered, and how corporate accountants can be actively or passively involved in corporate corruption activities, whereas the efforts to the mental formation of an anti-corruption accounting student has been realized in the form of a compulsory curriculum in the form of Religion, Pancasila, Citizenship, Character Education, and Anti-Corruption Education. Based on the normative juridical study using agency theory in striving that *das sollen* can produce accounting education in higher education that is have integrity to prevent corporate corruption, two conclusions are produced. First, accounting education arrangements in relation to corporate corruption are still limited to soft skills. This does not meet the qualifications of corruption prevention considering accounting education is a process for accounting students to obtain spiritual strength, self-control, personality, intelligence, noble character, and skills in tracking business activities in order to produce accurate, reliable, accountable and auditable financial report. Second, higher education must combine soft skills and hard skills for accounting students, so they have the ability to identify corrupt behavior, understand the legal consequences, and have integrity in preventing corporate corruption. It is expected that the improvement of hard skills will be done through updating the anti-corruption based accounting education curriculum, one of which can be done by adding several meetings/face to face in certain subjects, such as knowledge of typology, mode, method of recording, and motives in corporate corruption.

Keywords: Accounting Education, Soft Skill, Hard Skill, Responsibility.

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I. INTRODUCTION

The number of perpetrators of corruption from the private sector, based on the handling of cases carried out by the Corruption Eradication Commission (KPK) from 2004-2018 has reached 238 cases [1], and the massive corruption committed by corporations since the Supreme Court (MA) issued the Supreme Court Regulation

(PERMA) No. 13 of 2016 concerning Procedures for Handling Criminal Acts by Corporations, as many corporations have become suspects in corruption, such as PT. NKE, PT. ME, PT. TS, PT. NK, and PT. PR [2], show that accountants or auditors who act as gatekeepers in the interests of the principal should be able to prevent violations in the business activities of the corporation [3]. Regarding corporate corruption which has long

been a problem and can also be found in the private sector and interactions between the public and private sectors until now [4], it has been raised by Otusanya and Lauwo (2017) who emphasize that the corporate sector has become an important source of endemic corruption practices in developing countries (including Indonesia), where regulations, fines, law enforcement, ethics, and reform of accounting and auditing standards have not been able to curb violations and anti-social behavior committed by certain corporations. Of course, the occurrence of a corporate corruption is questioned again as to why the auditor (internal or external) cannot or does not stop it or even report it after it has been found, and how many corporate activities that carry out illegal acts of corruption can easily occur without active and passive involvement from accountants corporation [5].

Although in general there has been an increase in exposure, improved corporate governance, and an increase in the level of prudence of the company, but there have always been certain corporate efforts to commit fraud, including corruption. Thus, the focus of prevention of corporate corruption should remain on the use of accounting systems and certain preventive measures in avoiding control over the desires of the authorities to achieve illegal financial gains. Or in other words, the best efforts to prevent corporate corruption can only be done through knowledge of accounting principles (especially when receiving accounting education and training), as can be learned from many incidents of fraud, such as international fraud that occurred at Enron, WorldCom, Computer Associates, AIG, Tyco, Adelphia, Madoff, and others, who generally focus on manipulation of financial results, such as counterfeit invoices, counterfeit company checks, skimming, and cash transactions that are carried out outside the normal or normal limits. [6].

There are several studies that have discussed the relationship between education in general and corruption. Uslaner and Rothstein (2016) explained the need to focus of preventing corruption on educational level, because education will direct

other factors to promote transparency, and the higher the level of education of a person will increasingly lead to a higher level of wealth and equality thus the lower level of corruption [7]. Gusnardi (2014) concluded that by considering the number of students in Indonesia, the provision of anti-corruption courses in higher education needs to be realized so that each student can understand and comprehend the importance of rejection of things that lead to acts of corruption [8]. Marquette (2007) proposes that many countries fund civic education projects and programs for adults and children to specifically combat corruption and target citizenship values more broadly [9]. Cheung and Chan (2008) concluded that the cultural dimension has a significant but indirect impact on the level of corruption where the cultural dimension indirectly affects the number of people participating in tertiary education. That is, the incidence of corruption, which is defined as the misuse of entrusted power for personal gain, which occurs at a reduced level will be lower if the number of people participating in higher education increases [10]. Hakhverdian and Mayne (2012) found that the corrosive effect of corruption on political trust would be even worse as education increased. Even in relation to democracy, corruption is considered to have damaged people's trust in individuals and democratic institutions that exist in a country [11]. Eicher *et al* (2009) found that secondary education levels were still in the trap of poverty because their skill levels were not sufficient to monitor corruption, so that an increase in education would produce more information in monitoring government actions to be better [12]. Then based on an empirical study conducted by Walton and Peiffer (2017) in the form of data from a household survey conducted in Papua New Guinea, they found a lot of support for ideas in the form of academics and policymakers who must be sensitive to public trust through the education sector that is able to encourage the will more towards educated citizens to report various types of corruption [13].

The existence of some of these studies shows that anti-corruption soft skills are very important to be applied in the realm of universities, so that the higher the average level of education of citizens in a country, the fewer corruption cases will occur. However, as education is an important public goods, its professional standards must exceed material soft skills, and the scope of understanding of corruption includes abuse of corporate or personal authorities [14] through illegal acts that cause losses to state finances or economies, so those studies have not reached the anti-corruption hard skills in the form of strengthening anti-corruption technical knowledge conducted by corporations in accounting education in universities, considering that each corporation is required to keep books, especially corporations whose activities are related to the procurement of services and goods to the government, whereas the correctness of recording each transaction in the bookkeeping lies with the accountants of the company. Thus, the vital role of universities in producing quality anti-corruption-based accounting education will produce accountants and auditors who have an important role in preventing corruption in connection with the responsibilities of knowledge gained in tertiary institutions. With the acquisition of quality anti-corruption accounting education accounting knowledge, the accountant and auditor have inherent obligations in the form of propriety to act or act and obligations in the form of propriety not to act or not act. In the appropriateness to act or act attached to things in the form of acts carried out in good faith in order to fulfill its legal obligations (unless it can prove that his actions are in *force majeure* or coercion or other matters that make him act otherwise), actions taken due to danger or damage or loss that may occur immediately or cannot be avoided, actions taken in connection with the absence of a better alternative (or if the action is not carried out will cause a greater danger or damage or loss), and an action or the deed done is purely due to accidental. While on the decency not to do or not to act because it is

related to *mala prohibita*, not within the scope of its capacity so that it cannot act or act according to its professional judgment, there are still some alternative actions or other better actions that can be done by not violating the rules applicable legislation, and related to efforts to enrich themselves or groups and/or other parties that harm the state or regional finances [15].

The number of the corporate sector has become an important source of endemic corruption practices in developing countries that cannot be separated from the role of accountants or auditors that are supposed to be able to prevent violations in the business activities of the corporation, and the exsisting several studies just discussed the relationship between education in general and corruption (sebatas soft skill). Whereas the responsibility of all citizens, including accountants and auditors to which liability is attached to present financial reporting that must meet understandable, relevant, reliable, and comparable characteristics [16], to prevent all illegal acts that cause losses to state finances or economies. These facts show that there are still massive acts of corruption committed through corporations and consider that universal problem that is affected by corruption including access, quality, and equality are the root problems that must be addressed by higher education [17]. As one of the most important aspects in preventing corporate corruption, financial accountability in the public and private sectors requires continuity in the improvement of the legal framework of modern accounting practices as well as the development of the cadre of accountants and auditors in a professional manner [18], while every corporation in Indonesia has an obligation to hold the bookkeeping where every recording activity is carried out by accountants who should have received adequate accounting education in tertiary institutions and have attached obligations in the form of propriety to act or act as well as obligations in the form of propriety to not act or not act, then this paper aims to address two main problem formulations. First, the current arrangement for

accounting education in relation to corporate corruption in Indonesia. Second, accounting education can prevent corporate corruption in Indonesia.

II. LITERATURE REVIEW

Massive corporate crime today that indicate the handling of corporate crime has not found an appropriate model of handling [26] and the complexity of corporate corruption has not received substantial attention in higher education, although understanding the nature and structure of corruption in higher education is very important, as Chapman and Lindner (2014) have emphasized that Colleges and Universities must always remain the most respected institution in society and should operate with integrity so that higher education is always the place to ensure sustainable integrity including teaching how to understand risk, corrupt practices, and action to overcome it [27], and Rumyantseva (2005) has proposed that universities supposed to develop new taxonomies that illustrate corruption through the distinction of special and general education [28]. Through an adequate anti-corruption education program, it will be possible to teach about the level of bad behavior in the two existing dimensions. The first dimension is the structure of opportunities and incentives, which are related to patterns of potential inducements or sanctions that people should be faced in certain polity. The second dimension is "orientation to actions" through understanding the list of cognitions, feelings, and schemes of evaluation that process experience into action so that people will assume the actions are normal [29]. Concerns of these worries have been revealed in the study of Ferry and Lehman (2018) who criticized the existence of accountants who had been considered to have the highest level of professional competence and integrity, on the contrary helping and engaging in corruption as if it was in line with norms, practices, and valid custom in Nigeria [30].

Furthermore, through the role of qualified and educated accountants and auditors from higher education, one of the findings in a study conducted by Albrecht et al (2012) on the International Federation of Accountants database showed that countries that have established in practical experience, academic studies, and the licensing examination in order to practice auditing are perceived to be less corrupt[31], and Kimbro (2002) underlined the importance of accounting and improved the quality of its education in providing significant evidence through the presentation of better and more transparent financial statements as the prevention and control mechanism to reduce corruption [32]. The strength of this relationship is reflected in corruption, which informs of prohibited behavior (such as bribery, fraud, kickback, or theft) is always facilitated by confidentiality and lack of transparency, that must deal with accounting (which is an information system that communicates financial and economic data transparently) which has a dual role (in the form of a financial statement role that provides clear and reliable information to all stakeholders (as stakeholders are identified as each group or individual who can influence or can be influenced by achieving the goals of the corporation[33]), and an audit role that functions as a monitoring mechanism to check the accuracy of this information and to prevent financial misuse) through its accountants can pursue the liability of certain people and detect corrupt activities [32].

III. METHOD

The legal system in Indonesia, which tends to adopt a continental European system, which ensures legal certainty is identical to written law, shows that this research is in accordance with concrete and systematic legal concepts, whose manifestations are reflected in doctrinal or normative legal research. The matter of doctrinal law research was put forward by Wignjosobroto (2002) as a study of law which was conceived and developed on the basis of the doctrines adhered to by the conceptor

and its developers [19]. The legal normative study is an activity to explain the law without having to provide the support of social data or facts because it only recognizes legal material (does not recognize data or social facts). To explain the law or to look for meaning and to give value to the law, the normative steps only use legal concepts [20] including research on legal principles, legal systematics, and synchronizing laws [21]. Then by Ali and Heryani (2013), this research is referred to as a normative study or study of *law in books* whose world is *das sollen* (what should be), because it is a prescriptive study, which views the law in its form as a rule, which determines what is can and what not to do [22].

The effort so that *das sollen* can produce accounting education that is able to prevent corporate corruption in Indonesia which is carried out in a library is the domain of doctrinal legal research or normative legal research, where in finding the correct legal answers and prescriptive legal solutions of existing legal research questions [23], Secondary data, which the data is obtained from library materials through literature studies [24], is used, the scope of which covers three legal sources, namely primary, secondary and tertiary legal sources [25]. Primary legal sources are binding legal sources, such as the Fourth Amendment to the 1945 Constitution of the Republic of Indonesia, Law No. 19 of 2019 concerning the Second Amendment to Law No. 30 of 2002 concerning the Corruption Eradication Commission (KPK Law), the Criminal Code (KUHP), Law No. 20 of 2003 concerning the National Education System (Law on National Education System), Law No. 12 of 2012 concerning Higher Education (PT Law), PERMA Number 13 of 2016 concerning Procedures for Handling Criminal Acts by Corporations, Regulation of the Minister of Education and Culture (Mendikbud) of the Republic of Indonesia No. 20 of 2018 concerning Strengthening Character Education in Formal Education Units, Minister of Research, Technology, Minister of Education and Culture

Regulation No. 3 of 2020 concerning National Standards for Higher Education and Higher Education (Menristekdikti) No. 33 of 2019 concerning the Implementation of Anti-Corruption Education in Higher Education, Presidential Regulation (Perpres) No. 87 of 2017 concerning Strengthening of Character Education, and other applicable and related laws and regulations in answering the formulation of this research problem. Secondary legal sources use textbooks and journals/articles. Tertiary legal sources are materials that support primary and secondary legal source information, such as newspapers, dictionaries, encyclopedias, and other tertiary materials.

IV. RESULT AND DISCUSSION

4.1 Accounting education arrangements in relation to corporate corruption

Article 1 number 1 of the National Education System Law mandates education as a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and the necessary skills himself, society, nation, and state. Then specifically in accounting education, accounting is a method of tracking business activities on a periodic basis (weekly, monthly, or yearly), especially in organizations or corporations that grow bigger will be more complex. So that accurate, reliable, accountable and auditable information is needed that is not only needed by internal companies, but also needed by external companies, such as investors, creditors, government, and courts. Of course, the provision of information on a corporation's financial statements is carried out by accountants (who have received adequate accounting education) so that the occurrence of fraud in the form of corruption in the corporation also illustrates crimes committed in the corporate accounting system. The accounting system consists of methods used by corporations to

record transactions and financial activities, as tracking the business activities of an entity can generally be categorized in several activities, such as recording data, classifying information into related items, and then summarizing data to be understood by the last users.

The understanding of education and accounting shows that ideally accounting education is a process for prospective accountants and or prospective auditors to obtain spiritual strength, self-control, personality, intelligence, noble character, and skills in tracking business activities in order to produce accurate, reliable, accountable and auditable, so that it can be understood by end users who are indeed needed for themselves, society, nation and state. Then, the understanding of accounting education is also at the same time an affirmation that integrity (although at all times can never be fully achieved one hundred percent by everyone) must be an organizing principle in accounting education, so that the role of universities in making alumni as educated people who are not misuse accounting practices as a manipulation tool to support certain interests, let alone commit corruption [34]. Indeed, in higher education in general there are regulations that serve as a legal umbrella in implementing anti-corruption education, such as Article 7 paragraph (1) letter c of the KPK which confirms that the KPK has the authority to "conduct anti-corruption education programs in every education network", Article 1 number 1 of the National Education System Law which implies that education in Indonesia aims to produce Indonesian humans who are characterized by and far from corrupt behavior, Article 3, Article 4, and Article 5 of Perpres No. 87 of 2017 and Minister of Education and Culture Regulation No. 20 of 2018 which requires the Strengthening of Character Education (PPK) in the Education Unit of the Formal Education pathway which serves as a reference for anti-corruption education carried out through the application of Pancasila values by everyone) must be an organizing principle in accounting education, so that the role of universities in making their alumni

as educated people who do not abuse accounting practices as a manipulation tool to support certain interests, let alone commit corruption [35], Article 35 of the Higher Education Law which requires each university to include religious subjects, Pancasila, and citizenship, as well as Article 1 and Article 2 of the Minister of Research and Technology Regulation No. 33 of 2019 which requires anti-corruption education as a compulsory subject in diploma and undergraduate programs in state and private universities.

The mental development and integrity of students who are anti-corruption which has been realized in the form of compulsory curricula or courses in the form of religion, Pancasila, Citizenship, Character Education, and Anti-Corruption Education have reflected that the government has tried its best to build anti-corruption soft skills in every human being in tertiary institutions in Indonesia. However, the anti-corruption soft skill does not directly address the substance of accounting education itself for prospective accountant students and auditors as the spearhead of society, nation, and state in preventing corporate corruption, because in general, every student (including accounting students) must have an Indonesian National Qualification Framework (KKNI)), and later specifically accounting students (who will become accountants and auditors) who have been equipped with spiritual strength, self-control, personality, intelligence, noble character, and skills to track business activities. The intended KKNI is referring to Article 1 number 4 of Minister of Education and Culture Regulation No. 3 of 2020, namely "competency qualification selection framework that can juxtapose, equalize, and integrate education and work training fields as well as work experience in the context of providing work competence recognition in accordance with the work structure in various sectors", so that therein contains the meaning that accounting students must have the attitude, mastery of knowledge, special skills, and general skills related to the prevention of corruption, considering that corruption is currently

rampant in all sectors, and is the right and obligation of all citizens to report any known criminal acts as confirmed in Article 165 of the Criminal Code. Knowing the existence of an intention of corruption in a corporation will be detected if accounting education adopts anticorruption hard skill given the definition of corruption which is identical with the abuse of power that has been entrusted for personal or group benefits, which must be understood by accounting students that there are three types of forces that encourage and legitimating (seen as consisting of interactions between regulations, normative standards, and accountability) opportunities for corruption, namely in the form of 1) financial power connected to socio-economic processes, 2) coordination forces used to drive practical semantic flow through interactions, and 3) the authoritative power used to drive decision making. Of course, without adopting a combination of soft skills and anti-corruption hard-skills in accounting education the direction is strengthening ethics, honesty, social responsibility, moral issues, and developing accounting student knowledge on the classification of corruption models, the nature of the pathology of corruption that appears (which allows it to be easier to find certain causes of corruption in society), and the anatomy of corruption in accounting practices later, then corruption cannot be prevented and eradicated to the utmost [36].

It is necessary to broaden the knowledge base and develop skills in accounting education so that accounting students have an early warning system and a consistent or structured view of accounting practices [37] which involves suspicious transactions within the scope of the corporation, leading to illegal acts of corruption. The urgency of understanding that accounting students must have about illegal acts of corruption is based on the lack of knowledge of the extent of the understanding of illegal acts themselves, which should not only be limited to acts that violate the law alone but also on acts that violate morals, propriety, and prudence. a heart that must be had by someone in their social

life and community [38]. The lack of knowledge of illegal acts of corruption should not be ignored, given the study of Becker, Hauser, and Kronthaler (2013) has proven through research on 1,511 undergraduate and graduate students from all academic disciplines in four major universities in Switzerland, it turns out that most students have difficulty identifying corruption behavior and legal consequences [39].

4.2 Accounting education that is able to prevent corporate corruption in Indonesia

The persistence of several accountants and auditors who are trapped in the practice of financial crimes of a corporation shows that anti-corruption soft skills still have limitations, especially in accounting education in tertiary institutions. The direct role of universities that conduct accounting education is needed to consistently involve protecting the best interests of all stakeholders, especially in improving and streamlining the accountability systems of corporations in Indonesia [5]. The important role of accounting education in higher education in preventing corruption is not overstated, as Iyoha and Oyerinde (2010) disclosed "where the structures are weak, the influence of accounting would be by implication be weak", considering accountants and auditors have great potential to build accountability and early detection of corruption by making and examining reliable, valid, and accountable corporate financial report. [40].

High hopes are placed on the world of higher education to build young people who are ready to work and at the same time have an anti-corruption attitude, which so far has been implemented through an anti-corruption soft skill curriculum in the tertiary education system, as the soft skills effort has been sparked since the issuance of Law No . 30 of 2002 concerning the KPK and Law No. 20 of 2003 concerning the National Education System. However, it must be recognized that criminal acts of corruption involving the private sector, especially corporate corruption are still rife

until now. Other efforts are needed to prevent and eradicate corporate corruption by combining soft skills and hard skills in accounting education, considering that accounting students must understand that the vortex of corporate corruption cannot be separated from the collective actions of individuals who have status or position, both directly and indirectly directly, the actions of which are based on work relationships within the corporation, or for and on behalf of the corporation, or for the benefit of the corporation, or based on other relationships within the scope of the corporation's business [41]. This shows that in combating the corruption epidemic philosophically, it must still be done through the way of thinking of education as an educational ideal as a means to improve the character and character of students whose ideals lie in their efforts to combine certain traits with certain practices and policies [42].

Anti-corruption hard skills programs at tertiary institutions need to be adequately provided to ensure that students are able to act because it must be realized that neglect of anti-corruption education hard skills will make it difficult for accounting students as prospective accountants or auditors when identifying corruption and its legal consequences. The neglect of anti-corruption hard skill in accounting education can be seen from the accounting student courses that have always referred to curriculum which is almost always the same in the last few years, whose references are too focused on accounting literature from abroad, such as introductory accounting, tax, business law courses, investment, and financial assets, financial management, cost accounting, managerial accounting, intermediate accounting, and advanced accounting. So it can be said that the anti-corruption education soft skill which since 2002/2003 has been tried to be built, but specifically for accounting education until now there is no learning and knowledge about anti-corruption hard skills, such as the disguising methods of recording and bookkeeping that have

been carried out by corporations that commit corruption.

In addition, the neglect of anti-corruption hard skill in accounting education has also ignored the Minister of Education and Culture Regulation No. 3 of 2020 as in Article 2 of Minister of Education and Culture Regulation No. 3 of 2020 has set the National Standards of Higher Education consisting of National Standards of Education, coupled with Research Standards, and Community Service Standards as an inseparable unit in the implementation of the threefold higher education, Article 4 of Minister of Education and Culture Regulation No. 3 of 2020 which confirms the National Education Standards which consist of graduate competency standards, Learning content standards, and Learning process standards must be a reference in preparing, organizing, and evaluating the Curriculum, and Article 5 of Minister of Education and Culture Regulation No. 3 of 2020 which formulates that the graduate competency standard is a minimum criterion regarding the qualifications of graduates' abilities that includes attitudes, knowledge, and skills stated in the formulation of achievement of learning. That is, corruption which is a common enemy of every citizen, one of which is evidenced by the anti-corruption soft skills that have been planted by the government in several subjects in higher education, apparently has not been followed by anti-corruption hard skill for accounting students who should have minimal criteria regarding the qualifications of graduates' abilities that include the anti-corruption attitude, knowledge, and skills of the must-have hard skill when working as an accountant and auditor in a corporation.

To be able to know and understand hard skills that are able to prevent corporate corruption in accounting education at tertiary institutions, it is important to dissect it by using Agency Theory considering that the theory is appropriate to be used to examine the role of external or internal in a particular community. [43]. Furthermore, when agency problems are increasingly widespread in

determining the responsibilities between principals and agents, which of course can make it more complex and increasingly unconcerned with accountability to anyone whenever there are problems in the scope of a job [15], then an accounting student should have hard skills in identifying corruption behavior and legal consequences when becoming an accountant or auditor. Principal-agent relations in a corporation must be bridged through the use of agency theory, given that agency is a fiduciary relationship created by explicit or implied contracts or by law, where one party (called an agent) can act on behalf of another party (called the principal) and bind the other party through actions or words [44], and the implementation of agency theory in the form of its ability to solve the two main corporate problems that often arise, namely conflicting desires or goals between principals and agents, and the difficulty of principals to verify what agents have done (information asymmetry) [45].

Implementation of agency theory in the world of education is able to reach general matters, namely in the tertiary structure, and specifically, in the order of accounting students as prospective accountants and auditors. This general matter is related to the responsibility of universities to prepare accounting students who have character and are far from corrupt behavior in the future, causing universities to improve their student performance evaluations. The agency theory framework can be used to choose various mechanisms and approaches for evaluating students, because it is very important for universities that manage accounting education to be able to balance existing obligations, such as the obligation to conduct research, provide services, and ensure teaching effectiveness [46]. Whereas specifically related to accounting education in the prevention of corporate corruption will lead accounting students to hard skills in the form of understanding models of corruption responsibility through knowledge of the modes and typologies of corporate corruption that have so far occurred through active/passive involvement of accountants

or auditors, as Compin (2008) notes that accountants and auditors have knowledge of the accounting system and financial system so that it is often found that they make misleading audit mazes, incorrect balance sheets and financial reports, fictitious data entry, and other illegal acts [47]. It can simply be explained, for example, through the description of Rothstein and Teorell (2015) about the existence of three general theories of corruption. The first approach relates to the theory of public administration ethics. This approach is based on the idea of agents' motives by social norms in which the causes of corruption are seen from corrupt agents who have the wrong norms so that the improvement of anti-corruption education among agents is needed as the best solution. The second approach relates to principal-agent theory, whose main ideas are honest and kind principals (for example, the President and the people) have to deal with opportunistic agents, who are very selfish to maximize their utilities. The third approach relates to the 'social trap' or 'collective action' theory. The corruption idea starts with the agent's opinion that what is done depends on what other agents will do. It provides an explanation for why in a very corrupt environment, even good and honest people tend to take part because they are unable to do the opposite. This knowledge can give an argument about why a high level of general trust is strongly correlated with a low level of corruption [48].

Accounting students must be provided with responsibility for corporate corruption as referred to in Article 4 paragraph (1) and (2) PERMA Number 13 of 2016 has been formulated that a corporation and/or corporation management can be criminally sued if a corporation: a) receives certain benefits from the occurrence the crime or crime is committed in the interests of the company, b) is proven to allow the occurrence of criminal acts, and c) the absence of appropriate preventive measures in avoiding or reducing the impact of crime. In this case, corporations that are convicted criminally will be subject to a basic penalty in the form of fines, and additional penalties in the form of confiscation

of evidence, compensation and restitution, and/or damage recovery (Articles 25, 32, and 33 PERMA Number 13 of 2016). Knowledge of corporate responsibility should be able to be an anti-corruption hard skill for accounting students (not just law students), because through understanding the accountability models, accounting students have further knowledge to find out the transaction models, modes and typology of corporate corruption. This will make the ability of Hard skills in anti-corruption education more on target because students become knowledgeable about the consequences of the law imposed when they have become accountants or auditors. The form of legal consequences referred to is a liability, the model of which could be in the form of professional liability or secondary liability. The matter of secondary liability is in line with the opinion of Clarkson, Miller, and Cross (2012) because it reflects a violation of "honesty or trust, or propriety as a professional worker", whereas a professional worker is considered to fail to take reasonable care, professional judgment, and violate the duty of care that causes harm to the victim or the state [49]. The core secondary liability or accessory liability or indirect liability is the liability of the defendant for losses caused by wrongdoing done by the primary wrongdoer, where the occurrence of responsibility can be based on participation or relationship. Participant-based liability occurs through the involvement of secondary actors, which causes or contributes to or facilitates harmful actions committed by primary wrongdoers, while relationship-based liability occurs because of the benefits received by secondary actors for violations that harm certain parties and their presence very close relationship with primary wrongdoer [50]. This secondary liability is almost in line with the meaning of Article 39 paragraph (2) of the Criminal Code draft which states that everyone can be held accountable for criminal acts committed by others [51].

Good quality anti-corruption soft skills and hard skills will produce accounting students who are not

only pursuing higher education diplomas merely but at the same time will be able to change the labor market, which basically requires graduates with integrity and accountability that change corrupt behavior in their environment considering their role as an agent of change in its community [52]. Moreover, anti-corruption soft skills and hard skills through accounting education at tertiary institutions can be used by the government as a frame of reference against corruption given the anti-corruption mentality through a 'control' strategy aimed at improving the legal system, education, and other institutional systems and which involving accounting students who later become accountants and or auditors in a corporation, as a credible law enforcer, and as a whistle-blower, which together with other elements that form the 'pillar of integrity' or the basic core of an 'integrity accountability institution' which is useful for the nation and state of Indonesia [53].

V. CONCLUSION

This paper produces two main conclusions. First, accounting education arrangements in relation to corporate corruption currently in Indonesia are still limited to soft skills. This is indicated by the existence of a legal umbrella that implements anti-corruption education in the form of several subjects, such as Religion, Pancasila, Citizenship Education, Character Education, and Anti-Corruption Education. Second, accounting education that is able to prevent corporate corruption in Indonesia is education that must combine soft skills and hard skills. Anticorruption education that is hard skill will increasingly shake up accounting students to have the ability to identify corrupt behavior, understand the legal consequences, and have integrity in preventing corporate corruption when becoming an accountant and or auditor in a corporation. In order to prevent corporate corruption from going well and have a consistent early warning system, it is hoped that the government will consistently increase the hard skill

of accounting students, who will be the spearhead of prevention or the occurrence of corporate corruption by adding several meetings/face-to-face meetings in certain subjects. which teaches the disguising methods of recording and bookkeeping that have been carried out by corporations that commit corruption, identification of financial/bookkeeping behavior that contains corruption, legal consequences for accountants and auditors involved passively or actively involved in a corruption committed by corporations, knowledge of modes and typologies of corporate corruption that have been happening all this time, knowledge of accounting systems and financial systems that provide misleading financial information, and other illegal acts of corruption.

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