

The Effect of Motivation on Students' Interests in the Accounting Profession Study Program to Obtain Chartered Accountant Certification

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Abstract: The dynamics of the accounting profession that is growing so rapidly encourage the existence of professional accountant certification to create a qualified professional accountant in the face of the global economy. This study aims to determine the factors that influence the interest of students in the accounting profession in obtaining CA certification. The number of samples used in this study were 39 respondents from the accounting profession study program at Udayana University. The sampling method used in this study was the non-probability sampling method with the saturated sampling technique. Data was collected by using the questionnaire method. The analysis technique used is multiple linear regression analysis. The results of the analysis indicate that career motivation has a positive and significant effect on the interest of students in the accounting profession study program to obtain CA certification. Meanwhile, economic motivation and achievement have a negative effect on the interest of students in the accounting profession study program to obtain CA certification. The implication of this research is that it can provide input to students to better understand the benefits of a person's professionalism in accounting for their career development, and can increase students' interest in obtaining CA certification.

Keywords: Career Motivation; Economic Motivation; Achievement Motivation; Interest.

I. INTRODUCTION

Accounting is one of the economics faculty study programs that are in great demand by students. The role of accountants in the development of the business world is expected to increase the transparency and quality of financial information. Along with the rapid development of business both in terms of number, size, and complexity, the accounting profession is also growing (Al. Haryano Jusup: 2011). According to Sundem, 1993 (in Widyastuti, et al: 2004) accounting education must produce professional accountants in line with the development of the need for accounting services in the next century. The accountant profession is in the spotlight for business people and the public as a party capable of making a major contribution to solving problems that occur and accountants are required to be able to maintain public trust and carry out all activities optimally to improve the quality of accountant services.

In this era of globalization, it is very necessary to have qualified human resources (HR) in order to be able to compete and face globalization in the era of the ASEAN Economic Community (AEC). One of the professions affected by the MEA is accountants. Therefore, a professional accountant who is globally recognized is needed in order to compete and face competition in the MEA era. Indonesia not only needs to encourage the number of professional accountants, but also must be balanced with the professional quality of accountants who are able to compete at the global level (Ayu, 2016).

The accounting profession in Indonesia is quite attractive to most people considering the high demand in the business world. However, becoming a professional accountant is not easy because you have to go through several stages and tests to get a certificate in order to be legally recognized. There are various accounting profession certificates depending on their respective abilities and fields, both issued by institutions such as the National Professional Certification Agency (BSNP) and the Indonesian Accounting Association (IAI) such as Certified Public Accountant (CPA), Certified Internal Auditor (CIA), Certified PSAK (CPSAK), Certified Tax Consultant, Chartered Accountant (CA), etc. The current proficiency of an accountant is measured by certificates whose acknowledgment of these certificates is evidence for accountants that their professionalism is recognized.

The Indonesian Institute of Accountants (IAI), a member of the International Federation of Accountants (IFAC), has launched a Chartered Accountant (CA). Chartered Accountant (CA) is a professional accountant qualification according to international standard guidelines, so with this professional accountant qualification, it is expected to guarantee and improve the quality of professional accountants' work and have global competitiveness. CA has become an identity that can be said as the achievement of professional accountants.

The background of granting Chartered Accountant (CA) certification to professional accountants is to meet the needs of the business world for the accounting profession; to deal with AEC (ASEAN Economic Community), improve the quality of the accounting profession, and increase the added value of Registered Accountants (IAIGlobal). In addition, the determination of the CA designation is carried out in order to carry out the objectives of the establishment of IAI, namely to guide the development of accounting and enhance the quality of accountant education; and enhance the quality of accountants' work (IAI, 2015).

The Faculty of Economics and Business, Udayana University is a university that organizes PPAk in Bali in collaboration with the Indonesian Institute of Accountants (IAI). PPAk, Faculty of Economics and Business, Udayana University accommodates students who take the CA exam as a form of implementing Permendikbud 153/2014 concerning PPAk in administering the CA certification exam. The accounting profession is threatened by the lack of globally qualified graduates (Pratama, 2017). This happens because many accounting graduates go directly into the world of work before obtaining CA certification (Wen et al., 2015). The importance of CA certification for graduate accounting students in realizing the creation of professional accountants and having competitiveness at the global level (Hasim et al., 2020; Ulfah et al., 2019). However, in Indonesia the number of participants or CA holders as well as registered accountants is in fact still not sufficient for the market's need for accounting services and this is not comparable to the number of accounting student graduates (Nisa, 2019).

Pratiwi's research (2017) found that the variables of attitude, subjective norms, perceived behavioral control, career motivation, economic motivation, achievement motivation together or simultaneously affect the interest of accounting students to obtain Chartered Accountant (CA) certification. Partially, only attitude variables, subjective norms, perceived behavioral control, and achievement motivation affect the interest of accounting students to obtain CA certification, while career motivation and economic motivation have no effect on interest in accounting students to obtain Chartered Accountant (CA) certification.

In Dyastari's research (2016), it was found that the variables of social motivation, quality motivation, career motivation, economic motivation had a positive effect on the interest of non-accounting students to take the Accounting Profession Education (PPAk). This shows that non-accounting students at the Faculty of Economics and Business, Udayana University think that accounting profession education is education that can increase students' knowledge in the field of accounting so that they can become professional accountants.

In Erawati's research, et al (2020) showed that quality motivation, career motivation, economic motivation, knowledge motivation, degree motivation, and exam fee motivation had a positive and significant effect on intention to take the Chartered Accountant exam. The research shows that the greater the quality motivation, career motivation, economic motivation, knowledge motivation, degree motivation and exam fee motivation, the greater the student's intention to take the CA exam.

II. REVIEW OF LITERATURE

Maslow's Theory of Motivation

Maslow's Motivation Theory reveals that human needs can be categorized into five, namely: 1) Physiological Needs, is a hierarchy of the most basic human needs which are the needs to be able to live such as eating, drinking, housing, oxygen, sleeping, and so on; 2) Security needs, including security for protection from the dangers of work accidents, guarantees for the continuity of their work, and guarantees for old age when they are no longer working; 3) Social Needs, namely the need for friendship, affiliation and closer interaction with other people. Within the organization it will be related to the need for a cohesive working group, good supervision, joint recreation, and so on; 4) Appreciation needs, including the need for the desire to be respected, appreciated for one's achievements, recognition of one's abilities and expertise and the effectiveness of one's work; 5) Self-Actualization Needs, is the highest hierarchy of needs from Maslow. Self-actualization is related to the process of developing the true potential of a person. The need to demonstrate one's abilities, skills, and potential. In fact, the need for self-actualization has a potential tendency to increase as people actualize their behavior. A person who is dominated by the need for self-actualization enjoys tasks that challenge his abilities and skills.

Theory of Planned Behavior

Theory of Planned Behavior has a foundation on the perspective of beliefs that can affect a person's behavior specifically. A person's behavior is formed from the intention which is a component in the individual which refers to the desire and decision to perform various types of behavior, both consciously and unconsciously. The stronger the intention to behave, the greater the probability of performance.

III. RESEARCH METHODOLOGY

1.1 Research GAP

As we know there are still many accounting students around us who are only satisfied with S1. Therefore, the researcher wants to explore this research further, especially for students of the accounting profession study program in wanting to obtain the Chartered Accountant (CA) certification, this must be supported by both internal and external motivation. This study predicts whether career motivation, economic motivation, achievement motivation can affect the interest of students in the accounting profession study program to obtain CA certification.

1.2 HYPOTHESIS

- Career motivation has a positive effect on the interest of students in the accounting profession study program to obtain Chartered Accountant (CA) certification.
- Economic motivation has a positive effect on the interest of students in the accounting profession study program to obtain Chartered Accountant (CA) certification.
- Achievement motivation has a positive effect on the interest of students in the accounting profession study program to obtain Chartered Accountant (CA) certification.

1.3 RESEARCH METHODOLOGY

The approach used in this research is quantitative with associative form to determine the relationship between two or more variables. The location in this study was carried out in the PPAk Program, Faculty of Economics and Business, Udayana University, especially for students of the Accounting Profession Study Program even semester 2019/2020 and odd semester 2020/2021. The reason for choosing this location is because FEB UNUD is a university that organizes PPAk in Bali which accommodates students to take the CA exam. Students of the accounting profession program have felt how competitive work is and have future plans for a career in the world of work and have an overview or knowledge of the profession of an accountant and have an interest in obtaining an internationally recognized CA certification. The object of this research is the interest of students of the accounting profession study program in obtaining CA certification which is explained by the variables of career motivation, economic motivation and achievement motivation.

PRIMARY DATA: The source of data in this study uses primary data, because primary data is data obtained directly from the source without intermediaries which can be in the form of people's opinions individually or in groups.

1.4 DATA COLLECTION:

The data collection method used in this research is using a survey method with data collection techniques using questionnaires. In this study, a questionnaire instrument was used in Google Form and disseminated via electronic email or communication platforms.

SAMPLE TECHNIQUE:

The population in this study were students of the accounting profession study program, Faculty of Economics and Business, Udayana University. The method of determining the sample is the Non Probability Sampling method using a saturated sampling technique. The sample in this study were students of the accounting profession study program (PPAk) of the Faculty of Economics and Business, Udayana University, a total of 39 students, of which 19 students in the even semester of 2019/2020 and 20 students of the odd semester of 2020/2021.

DATA ANALYSIS TECHNIQUE:

The data analysis technique used are descriptive statistical analysis, classical assumption test, multiple linear regression analysis, coefficient of determination test, model feasibility test, and hypothesis testing.

IV. RESULT & ANALYSIS

1. CHARACTERISTICS OF RESPONDENTS

Based on the results of the study, data obtained by respondents based on gender from 39 respondents from the accounting profession program, Faculty of Economics and Business, Udayana University, showed that 41.03% of respondents were male, while 58.97% of respondents were female. Based on age, respondents aged 21 years were 1 person (2.56%), age 22 years were 3 people (7.69%), age 23 years were 16 people (41.03%), age 24 years were 7 people (17.95%), 3 people aged 25 years (7.69%), 2 people 26 years old (5.13%), 1 person 27 years old (2.56%), 30 years old were 1 person (2.56%), 1 person (2.56%) 31 years old, 1 person 36 years old (2.56%), 1 person 47 years old (2.56%), 48 year old 1 person (2.56%) years old and 1 person (2.56%) aged 51 years. Based on the semester, the respondents who were the 2020/2021 even semester students were 19 people (48.72%), while the odd semester students were 20 people (51.28%). Based on work experience, respondents who have worked as many as 33 people (84.62%), while those who have not worked as many as 6 people (15.38%).

2. RESULTS OF DATA ANALYSIS

RESEARCH INSTRUMENT TEST

- Based on the results of the validity test, it is found that the statement items in the questionnaire which are research instruments used to measure the variables of career motivation, economic motivation, achievement motivation and interest of students in the accounting profession program obtaining CA certification have a correlation coefficient value of the total score of all statements greater than 0.3. This means that all of the statement items in the research instrument are valid, so it is worthy to be used as a research instrument.
- Based on the results of the reliability test, it was obtained that all research instruments had a Cronbach's Alpha value of more than 0.6. This means that all variables have met the reliability or reliability requirements so that they are suitable to be used to conduct research

DESCRIPTIVE STATISTICAL ANALYSIS

- Career Motivation has a minimum value of 18 career motivation variable which means that there are respondents who answer disagree and have a negative response to CA certification. The maximum value of 30 indicates that the respondents answered strongly agree and have a positive attitude towards CA certification. The average value (mean) of the attitude variable towards behavior is 26.33 which means that the average respondent tends to answer career motivation by agreeing. The standard deviation value for this variable is 2,994. This value is lower than the average value. This shows that the data used as a sample has a low or less varied data distribution.
- Economic motivation has a minimum value of 14 economic motivation variable which means that there are respondents who answer disagree and have a negative response to CA certification. The maximum value of 30 indicates that the respondents answered strongly agree and have a positive attitude towards CA certification. The average value (mean) of the attitude towards behavior variable is 23.49, which means that the average respondent tends to agree with career motivation. The standard deviation value for this variable is 4.303. This value is lower than the average value. This shows that the data used as a sample has a low or less varied data distribution.
- Achievement Motivation has a minimum value of the economic motivation variable of 9 which means that there are respondents who answer disagree and have a negative response to CA certification. The maximum value of 15 indicates that the respondents answered strongly agree and have a positive attitude towards CA certification. The average value (mean) of the attitude toward behavior variable is 12.95, which means that the average respondent tends to agree with career motivation. The standard deviation value for this variable is 1.820. This value is lower than the average value. This shows that the data used as a sample has a low or less varied data distribution.
- Interest in obtaining CA has a minimum value of interest variable of 20 which means that there are respondents who answer disagree. The maximum value of 30 which indicates the respondents answered strongly agree. The average value (mean) of the interest variable is 26.95, which means that the average respondent tends to answer interest by agreeing. The standard deviation value for this variable is 2.694. This value is lower than the average value. This shows that the data used as a sample has a low or less varied data distribution

CLASSIC ASSUMPTION TEST

1) Normality Test

The normality test aims to test whether the regression model is normally distributed or not. Kolmogorov-Smirnov data is used to detect normality with the criteria that if Asymp.Sig (2-tailed) is greater than the level of significance used, namely 5 percent (0.05), it can be concluded that the data is normally distributed, and vice versa. The results of the normality test showed that the Kolmogorov-Smirnov value was 0.113 with the Asymp value. Sig. (2-tailed) is 0.200. Table 4.6 shows the Asymp values. Sig. (2-tailed) which is 0.200 greater than the level of significant which is 5 percent (0.05), this means that the tested data is normally distributed.

2) Multicollinearity Test

The multicollinearity test is used to test whether in the regression model there is a correlation between the independent variables (Ghozali, 2018:107). The regression model is considered good if there is no correlation between the independent variables. In detecting the presence of multicollinearity, it can be seen by the tolerance value and the Variance Inflation Factors (VIF) value. The results of the multicollinearity test show that the Career Motivation variable has a tolerance value of 0.390 > 0.1 and VIF 2.561 < 10. The Economic Motivation variable has a tolerance value of 0.625 > 0.1 and VIF 1.599 < 10. The Achievement Motivation variable has a tolerance value of 0.505 > 0, 1 and VIF 1.979 < 10. This means that the four independent variables do not have multicollinearity symptoms

3) Heteroscedasticity Test

The heteroscedasticity test aims to test whether in the regression there is an inequality of variance from the residual of one observation to another observation. This test uses the Glejser test, this model is carried out by regressing the absolute value of the residual with the independent variable. If the significance value is greater than 0.05 then there is no symptom of heteroscedasticity and vice versa. The results of the heteroscedasticity test show that the career motivation variable has a Sig value. 0.643, the variable of economic motivation has a value of Sig. 0.979, the achievement motivation variable has a value of Sig. 0.424. When comparing the significance value of each independent variable, all of them are greater than 0.05. This means that all independent variables contained in the regression model do not contain symptoms of heteroscedasticity.

RESULTS OF MULTIPLE LINEAR REGRESSION ANALYSIS

TABLE I: Results of Multiple Linear Regression Analysis

Model	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	t	Sig.
	B	<i>Std. Error</i>	Beta		
1 (Constant)	8,951	3,236		2,766	0,009
Career Motivation	0,522	0,193	0,527	2,699	0,011
Economic Motivation	-0,056	0,106	-0,081	-0,525	0,603
Achievement Motivation	0,430	0,280	0,264	1,539	0,113
R Square	: 0,479				
Ajusted R Square	: 0,434				
F Statistic	:10,722				
Significance	: 0,000				

Source: Research Data, 2021

Based on the simple regression prediction model above, it can be interpreted as follows:

1) The constant value (α) of 8.951 means that if the value of career motivation (X1), economic motivation (X2), achievement motivation (X3), is considered constant at zero, then students still have an interest in obtaining CA certification.

2) The value of the career motivation coefficient (X1) of 0.522 means that if career motivation (X1) increases by one perception unit, the student's interest in obtaining CA certification (Y) will increase by 0.522 perception unit, assuming the other independent variables are constant.

3) The value of the coefficient of economic motivation (X2) of -0.056 means that if career motivation (X2) increases by one unit of perception, the student's interest in obtaining CA certification (Y) decreases by -0.056 units of perception, assuming the other independent variables are constant.

4) The value of achievement motivation (X3) of 0.430 means that if career motivation (X3) increases by one unit of perception, the student's interest in obtaining CA certification (Y) will increase by 0.430 units of perception, assuming the other independent variables are constant.

COEFFICIENT OF DETERMINATION TEST RESULTS (R²)

The result of the coefficient of determination test shows that the value of Adjusted R² is 0.434 or 43.4 percent. This means that 43.4 percent of the variance of student interest in obtaining CA certification is influenced by the variance of career motivation, economic motivation and achievement motivation, while the remaining 56.6 percent is influenced by other variables not described in this research model.

MODEL FEASIBILITY TEST (F TEST)

The results of the model's feasibility test (F test) obtained that the Fcount value was 10,722 with a significance of 0.000. This means that the significance of the F test value is less than 0.05, so it can be concluded that the regression model made is feasible to be used as an analytical tool to test the effect of the independent variable on the dependent variable.

3. DISCUSSION OF RESEARCH RESULTS

The Effect of Career Motivation on Student Interest in the Accounting Profession Study Program Obtaining Chartered Accountant Certification

Based on the results of data analysis, it was found that career motivation had a positive effect on the interest of students in the accounting profession study program to obtain CA certification. The high and low career motivation towards CA certification held by students will affect their interest in obtaining CA certification. This is because a person's motivation for CA certification is influenced by the belief and level of expectation whether it provides benefits, benefits or does not provide benefits and is not beneficial for an individual on the intrinsic value, career prospects and job market of Chartered Accountants.

This study is in accordance with research conducted by Widyastuti et al., (2004), Nisa (2012), Nurhayani (2012) which shows that career motivation has a positive effect on the interest of accounting students to follow accounting profession education.

The Effect of Economic Motivation on Students' Interests in the Accounting Profession Study Program Obtaining Chartered Accountant Certification

These results do not support the second hypothesis, namely that economic motivation has a positive effect on the interest of students in the accounting profession program to obtain CA. Economic motivations such as the opportunity to improve economic status, get family allowances, high starting salary, get a salary increase, get a pension program, a large salary, year-end bonuses are not enough to make students interested in getting a Chartered Accountant (CA) because of the assumption that to improve economic status, get family benefits, high starting salary, get a salary increase, get a pension program, a large salary, year-end bonuses can not only be obtained by having a CA certification, but can be through other fields.

The factor in these students who are not driven to seek financial or economic rewards where students are more motivated to do something they like than when working only for rewards (Fahriani, 2012). This is because students perceive that CA certification will not make a difference to their earnings. This study supports Kusuma's (2016) research which found that economic motivation had no effect on the interest of accounting students in Kediri to become professional accountants certified by Ak, CPA, CMA, CA, BKP. In Puspitarini and Kusumawati's research (2011) and Fahriani's research (2012), the results showed that economic motivation had no effect on student interest in taking PPAk.

The Effect of Achievement Motivation on Student Interests in the Accounting Profession Study Program Obtaining Chartered Accountant Certification

These results do not support the third hypothesis, namely that achievement motivation has a positive effect on the interest of students in the accounting profession study program to obtain CA. The results of the study prove that students are not motivated only by the recognition that they are better than others when compared to accountants who do not have CA certification. The results of this study also contradict the research conducted by Ervanto and Abidin (2015) which states that achievement motivation has a significant effect on the interest of accounting students to take the Certified Public Accountant (CPA) exam. Puspitarini and Kusumawati (2011) found that achievement motivation had an effect on student interest in taking the Accounting Professional Education (PPAk).

4. RESEARCH IMPLICATIONS

The theoretical implication in this study is that the results of the study can strengthen motivation theory, especially Maslow's theory because this research can explain the effect of career motivation, economic motivation and achievement motivation on the interest of students in the accounting profession study program in obtaining Chartered Accountant (CA) certification.

The practical implication of this research is that it can provide input to students to better understand the benefits of a person's professionalism in accounting for their career development, as well as increase students' interest in obtaining CA certification. Based on the results of descriptive analysis seen from the results of the average value (mean) indicating career motivation or career desire towards CA certification owned by students tend to be higher than economic motivation and achievement motivation in influencing their interest in obtaining CA certification. In addition, information from the results of this study can be used as a reference for practitioners who conduct research on the factors that influence the interest of students in the accounting profession study program in obtaining CA certification..

V. CONCLUSION

Based on the discussion in the previous chapter, the conclusions of this study are as follows: Career motivation has a positive effect on the interest of students in the accounting profession study program to obtain CA certification. This means that the higher the career motivation of students towards CA certification, the higher the interest of students in obtaining CA certification. Economic motivation has a negative effect on the interest of students in the accounting profession study program to obtain CA certification. This is because students perceive that CA certification will not make a difference to their earnings. Achievement motivation has a negative effect on the interest of students in the accounting profession study program to obtain CA certification. This is because students are not motivated only by the recognition that they are better than others when compared to accountants who do not have CA certification.

VI. SUGGESTION

- 1) The adjusted R² value in this study is 43.4 percent, which means that only 43.4 percent of the variance in the interest of students in the accounting profession program to obtain CA certification can be explained by the independent variables used in this research model, while the remaining 56.6 percent is influenced by by other variables outside the research model. Therefore, further research is expected to add other independent variables that can influence such as social motivation, degree motivation, and quality motivation.
- 2) Further research is expected to increase the number of samples or expand the research area in order to obtain more varied results.

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