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THE EFFECT OF ATTITUDES, ORGANIZATIONAL COMMITMENTS, SEVERITY OF CHEATING LEVELS, PERSONAL COST OF REPORTING AND JOB COMMITMENT TO WHISTLEBLOWING INTENTIONS

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ABSTRAK/*ABSTRACT*

Fraud is an act of fraud with a mechanism of action that is planned and carried out individually, in groups or in collaboration with other parties. The auditor profession is responsible for fraud detection. Increased emphasis on the grading system is needed in connection with detection. This research was conducted at the Inspectorate General of the Ministry of Finance by conducting a survey of 82 auditors. The data analysis technique used is multiple linear regression analysis that is processed using the Smart-PLS tool. Hypothesis testing results show that experience, education, and professional skepticism have a positive effect on auditor perceptions in detecting fraud. Test results and statistical data analysis concluded that the auditor's experience showed a positive effect on the auditor's perception in detecting fraud even though it was not significant, the auditor's education variable showed a positive and significant effect on the auditor's perception in detecting fraud, and the professional skeptic variable had a positive effect on the auditor's perception in detecting cheating and its influence is significant.

INTRODUCTION

Accounting classifies mistakes into two, namely "error" which contain elements of accidents and "fraud". Fraud is an act of fraud with a mechanism of action that is planned and carried out individually, in groups or in collaboration with other parties.

The auditor profession explicitly recognizes professional responsibility for fraud detection (Culllinan, 2002). The auditor profession is responsible for fraud detection. Increasing the emphasis on the ranking system is needed in connection with fraud detection. The Certified Fraud Examiners (ACFE) Certified survey in 2018, tells us that internal audit takes a 15% share in detecting fraud plus a 40% tip portion managed by internal audit. Therefore internal audit influences the detection of fraud in the organization. Since its emergence as a profession and entering the forties of the 20th century, the main responsibility of the audit function is to detect fraud (Dowler et al., 1912 and Walton et al., 1916) as quoted by Robu et al (2012). Based on that responsibility, the Police Theory arises where the auditor is considered a police officer, whose role is to check the accuracy of the financial statements, to prevent and detect fraud

(Hayes et al., 2005). Hammersely et al (2011a) defines fraud risk as "the risk that the client and management will intentionally cause financial statements to be materially misstated".

The Inspectorate General (Inspektorat Jendral/ Itjen) as an echelon I unit under the Ministry of Finance has a vision of becoming a professional internal audit unit with integrity to realize public confidence in the management of state finances. The Ministry of Finance Inspector General is the APIP that carries out internal supervision within the Ministry of Finance as stipulated in article 48 paragraph 2 of Government Regulation number 60 of 2008 concerning SPIP. In carrying out this internal control activity, there is a responsibility to detect fraud in the Ministry of Finance.

THEORETICAL FRAMEWORK AND HYPOTHESIS DEVELOPMENT

1. Experience

The auditor's experience has an impact on the process of analyzing audit judgment, experience is an important audit component The experience, expertise, and knowledge of the auditor to make an assumption on an uncertainty. Libby (1995), states that experience is a vital factor that influences complex judgment. The importance of the auditor's experience, will have an impact on audit quality, this is related to the audit expertise that is important and vital that influences complex judgment .

The auditor's expertise and experience can have an impact on the quality of the audit process. Knappa (2001), "audit managers are more effective than audit seniors in assessing the risk of fraud with analytical procedures. Additionally, explicit fraud risk assessment instructions resulting in more effective assessment of the presence of fraud. These results have implications for the assignment of auditors to tasks and the structuring of these tasks.

a. Education

The auditor profession requires special skills, so the need for proper education, which will affect the quality and findings of auditors. According to Abdul Halim (2008), the notion of an auditor is someone who is independent and competent to express opinions or considerations about conformity in all matters that are significant to the assertions or entities with the criteria that have been set. Mulyadi (2002), explains the notion that auditors are professional accountants who sell services to the general public, especially in the field of financial statement audits that have been made by their clients.

Education as an important part of supporting professionalism, in the 2011 AAIPI General Standards (AAIPI, n.d.), confirms that the auditor's educational background, the auditor must have the required level of formal education. In order to create a good audit performance, APIP must have certain criteria from the auditor's formal education qualifications needed for internal audit assignments so that they are in accordance with the circumstances of the auditee. The rules regarding minimum formal education levels and the required qualifications must be evaluated periodically to suit the situation and conditions of the auditee.

2. Professional Skepticism

Professional skepticism is an attitude that balances suspicion and trust. Professional skepticism as an

attitude that must be owned by professional auditors. The Public Accountant Professional Standards (SPAP) in the Third Inspection Standard, states that in conducting audits and preparing audit reports, auditors must use their professional skills carefully and thoroughly. Professional skepticism in auditing implies an attitude that includes a questioning mind and a critical assessment of audit evidence without being suspicious or skeptical. The auditor is expected to carry out professional skepticism in conducting audits, and in gathering sufficient evidence to support or refute management's statement [AU 316 AICPA].

The importance of professional auditor expertise carefully and thoroughly in determining the type of audit to be carried out and the standards that will be applied to the examination; determine the scope of the examination, choose a methodology, determine the type and amount of evidence to be collected, or choose a test and procedure for conducting the examination. Professional skills must also be applied in carrying out tests and procedures, as well as in assessing and reporting the results of examinations.

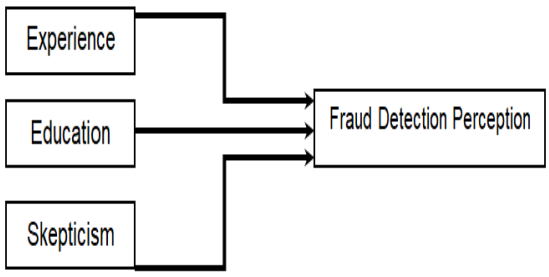

Figure 1. Research Framework

RESEARCH METHODS

The research design used is causal research that is research to determine the effect of one or more variables on certain variables that are causal. This study uses 4 variables, 3 variables that influence namely experience, education, and professional skepticism and 1 dependent variable that is influenced by the auditor's perception in detecting fraud.

Research on the auditor objects of the Inspectorate General of the Ministry of Finance of the Republic of Indonesia, with research time in November - December 2019. The Inspectorate General has 366 auditors with a minimum sample taken from 79 samples using the Slovin formula in calculating the number of samples.

The technique used in this study used a survey technique by distributing questionnaires (google forms).

Questionnaires through Google forms are distributed as research instruments with the consideration that the questionnaire can reach a sample of respondents who are doing assignments outside the city. The author uses a partial least square (PLS) approach in conducting data analysis with the SmartPLS tool version 3.2.8. Stages of testing the hypothesis there are two stages, namely Measurement Model (Outer Model) and Structural Model (Inner Model).

External models with reflexive indicators are evaluated with the validity of convergent and discriminatory indicators. The convergent validity of the measurement model with reflexive indicators is assessed based on the correlation between component scores and construct scores. The loading value of the measurement scale of 0.7 is said to be high if 0.5 to 0.6 is considered sufficient. The discriminant validity of the measurement model with reflexive indicators is assessed based on the measurement of crossloading

with constructs. Convergent validity test results are said to be of high value if correlated with a construct measured by> 0.5.

The inner model is evaluated using R-square for the dependent construct, the Stone-Geisser Q-Square test for predictive relevance and t test as well as the significance of the coefficient of structural path parameters. R-square results of 0.67, 0.33, and 0.19 for endogenous latent variables in the structural model indicate that the model is "strong", "moderate" and "weak".

RESULTS AND DISCUSSION

1. Validity Test

The results of convergent validity measurement on the experience variable can be seen in table 1. Based on table 1, it is known that there are several indicators namely X12, X13, and X18 which have an outer loading value <0.7 but because of AVE <0.5 then the indicator can still be used in research.

Table 1. Convergent Validity Test Results Experience Variables

Indicators	Outer Loading	Average Variance Extracted (AVE)	Model Evaluation
X11	0.752	0.542	Valid
X12	0.729	0.542	Valid
X13	0.596	0.542	Valid
X14	0.835	0.542	Valid
X15	0.729	0.542	Valid
X16	0.843	0.542	Valid
X17	0.852	0.542	Valid
X18	0.557	0.542	Valid
X19	0.738	0.542	Valid

Source: Author's Processed Results from SmartPLS (2019)

Table 2. Test Results of Convergent Validity of Educational Variables

	Outer Loading	Average Variance Extracted (AVE)	Model Evaluation
X21	0.81	0.582	Valid
X22	0.819	0.582	Valid
X23	0.647	0.582	Valid

Source: Author's Processed Results from SmartPLS (2019)

Then the results of convergent validity measurement on educational variables can be seen in table 2. Based on table 2, it is known that there is one indicator namely X23 which has an outer loading value <0.7 but because of AVE <0.5 then the indicator can still be said to be valid.

Then the measurement results of convergent validity on the Professional Skepticism variable are known to have three indicators that are said to be invalid because they have an external loading score <0.7 and AVE values on the professional skepticism variable below 0.5, 0.453. Invalid indicators are X51, X52, and X53 with scores of 0.588, 0.46 and 0.233, respectively. To improve this research model to meet the criteria, three indicators will be excluded and not included in the next test.

Table 3. Test Results for Convergent Validity for Professional Skeptic Variables

	Outer Loading	Average Variance Extracted (AVE)	Model Evaluation
X51	0.588	0.453	Unvalid
X52	0.46	0.453	Unvalid
X53	0.234	0.453	Unvalid
X54	0.756	0.453	Valid
X55	0.735	0.453	Valid

	Outer Loading	Average Variance Extracted (AVE)	Model Evaluation
X56	0.793	0.453	Valid
X57	0.785	0.453	Valid
X58	0.811	0.453	Valid

Source: Author's Processed Results from SmartPLS (2019)

Table 4. Convergent Validity Test Results of Auditor Perception Variables in Detecting Fraud

	Outer Loading	Average Variance Extracted (AVE)	Model Evaluation
Y11	0.785	0.598	Valid
Y12	0.745	0.598	Valid
Y13	0.851	0.598	Valid
Y14	0.742	0.598	Valid
Y15	0.814	0.598	Valid
Y16	0.747	0.598	Valid
Y17	0.696	0.598	Valid
Y18	0.754	0.598	Valid
Y19	0.817	0.598	Valid

Source: Author's Processed Results from SmartPLS (2019)

Based on table 4, it is known that there is one indicator, Y17 which has an outer loading value <0.7 but because of AVE> 0.5, the indicator can still be used in research.

2. Reliability Test

The results of composite reliability and cronbach's alpha testing results from SmartPLS version 3.2.8 can be seen in table 5.

From table 5 it can be seen that all variables have scores greater than 0.7 for composite reliability. As for the Cronbach alpha, there is one variable that has a score below 0.7. However, it is still above 0.6 so that the variable is still acceptable. This shows the accuracy, consistency, and accuracy of the gauges for each construct that is highly correlated. So it can be concluded that all constructs have good reliability.

Table 5. Discriminant Validity Test Results for Internal Auditor Perception Variables Detecting Fraud

	Cronbach's Alpha	Composite Reliability
Experience	0.893	0.913
Education	0.651	0.805
Professional skepticism	0.803	0.859
Auditor's Perception in Detecting Fraud	0.916	0.93

Source: Author's Processed Results from SmartPLS (2019)

Table 6. Results of Direct Hypothesis Testing (Direct Effect)

	Path Coefficient	Confidence Level 90 % (α= 0,1)	P-Values	Conclusions
Experience >>> Auditor's Perception in Detecting Fraud	0.086	0,1	0.272	Not significant
Education >>> Auditor's Perception in Detecting Fraud	0.139	0,1	0.092	Significant
Skepticism >>> Auditor's Perception in Detecting Fraud	0.245	0,1	0.078	Significant

Source: Author's Processed Results from SmartPLS (2019)

a. Testing H1

Based on table 6, the Experience variable has a positive effect on auditor perceptions in detecting fraud with a

path coefficient value of 0.086. The P-value value of the experience variable is 0.272. P-value> 0.1, the effect is not significant. This means that the auditor's experience shows a positive effect on the auditor's perception in detecting fraud even though it is not significant. Thus the first hypothesis (H1) is accepted and H0 is rejected.

b. H2 Testing

Based on table 6, the educational variable has a positive effect on the auditor's perception in detecting fraud with a path coefficient value of 0.139. Education P-value variable value of 0.092. P-value <0.1 then the effect can be said to be significant. This means that auditor education shows a positive and significant effect on auditor perceptions in detecting fraud. Thus the second hypothesis (H2) is accepted and H0 is rejected.

c. H3 testing

The third hypothesis testing is the influence of the professional skepticism variable on the auditor's perception in detecting fraud presented in Table 6 which shows the professional skepticism variable has a positive influence on the auditor's perception in detecting fraud with a path coefficient of 0.245. The P-value value of the professional skeptic variable is 0.078. P-value <0.1 then the effect can be said to be significant. This means that professional auditor's skepticism shows a positive and significant influence on the auditor's perception in detecting fraud. Thus the third hypothesis (H3) is accepted and H0 is rejected.

DISCUSSION

1) Effect of Experience on Auditor's Perception in Detecting Fraud The results of the first hypothesis testing are accepted so that it can be concluded that experience has a positive effect on auditor perceptions in detecting fraud. That is, if the auditor is more experienced in auditing, the auditor will show the auditor's perception in detecting more fraud high compared to auditors with less experience.

The results of this study are in line with those of Arsendy, et al (Arsendy, Anugerah, & Diyanto, 2017) and Pramana, et al (Pramana, Irianto, & Nurkholis, 2016) who stated that audit experience has a positive effect on the ability of auditors to detect fraud. Experience is the relationship between the task and the experience gained to learn in an audit environment. Experienced auditors are auditors who are able to detect, understand and even look for the causes of the emergence of these frauds (Yusrianti, 2015).

2) The Effect of Education on Auditor's Perception in Detecting Fraud After testing the second hypothesis, it can be concluded auditor education has a positive and significant effect on auditor perceptions in detecting fraud. This shows the higher level of auditor education, the higher the effect on auditor perceptions in detecting fraud. Higher education will increase the insight and ability of auditors. Even more access to information owned so that competence in detecting fraud will increase. This is in line with Putu and Gede's research which states that the higher the auditor's education level, the higher the effect on an auditor's audit quality including in detecting fraud risk (Futri & Juliarsa, 2014).

3) The Effect of Professional Skeptism on Auditor's Perception in Detecting Fraud.The test results showed the skepticism of professional auditors showed a positive and significant effect on the auditor's perception in detecting fraud. The results of this test are in line with research conducted by Adnyani, et al who stated that the auditor's inability to detect fraud is a reflection of the low professional skepticism of the auditor (Adnyani, Atmadja, & Herawati, 2014). High skepticism tends to make auditors want to dig up as much information.

CONCLUSION

The results of testing statistical data and analysis concluded that the auditor's experience showed a positive effect on the auditor's perception in detecting fraud, although not significantly. Then the test results on the auditor education variable showed a positive and significant effect on the auditor's perception in detecting fraud. The results of testing statistical data and analysis concluded that the variable professional skepticism had a positive influence on auditor perceptions in detecting fraud and its influence was significant.

The results of testing the value of R2 on the auditor's perception construct in detecting fraud worth 0.359 means that the construct can be explained by experience, education, and professional skepticism by 35.9% while 64.1% is explained by other variables not found in this study.

Based on the results of research that has been done, the authors provide advice to the leadership of the Inspectorate General to be able to provide assignments to junior auditors and employees who have participated in auditor certification but have not yet been appointed to functional auditor positions. In order to increase the experience and professional skepticism of prospective auditors and / or auditors, the leadership of the IG can create work programs that enable the implementation of an audit internship

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