

The Role Of The Honesty Canteen In Shaping The Business Ethics Of Management Students At Nusantara Pgrl University, Kediri

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Abstract

This study aims to determine the effect of honesty cages on the development of business ethics among Management students. A quantitative approach was used, employing a simple linear regression method. The sample consisted of 39 students from Class 2G who had direct experience of using honesty canteens. Data were collected through questionnaires and analyzed using statistical software. The results of the analysis show that the honesty canteen variable significantly affects student business ethics. This is evidenced by a t-test significance value of 0.000 and a t-count value of 8.693. The F-test also produced significant results, with an F-count value of 75.570 and a significance value of 0.000. With a coefficient of determination (R^2) of 0.671, 67.1% of the variation in student business ethics can be explained by the honesty canteen variable. It can therefore be concluded that honesty canteens play a role in fostering honesty, responsibility and ethics among students. These facilities are not only places for transactions, but also serve as a means of character education relevant to business ethics. This study therefore recommends developing and integrating honesty canteens into character education programs in higher education institutions

Keywords: Honesty Canteen, Business Ethics

INTRODUCTION

In the face of the dynamics of globalization and the complexity of the modern economy, responsible and ethical business practices are playing an increasingly significant role. Applying ethical values to business activities is important for supporting companies' sustainability while contributing to society's overall welfare (Judijanto et al., 2024) dan (Muzaki, 2023). The contemporary business world is increasingly complex, influenced by global developments, technological advances and rising public expectations. This makes the issue of business ethics an urgent matter that must be considered and applied consistently in managerial practice (Rosmayati, 2023). Business ethics are closely linked to the way businesses operate, they provide a set of guidelines for conducting business activities in a professional and responsible manner (Ramadhany et al., 2023) dan (Irawati, 2024). Business activities are not based solely on adherence to moral principles and effective management practices; they also require strong business ethics to underpin decision-making and organizational behavior (Alawiyah, 2023).

Fundamentally, business ethics in economic activities are not only oriented towards profit; they also aim to improve quality of life in the business environment by fostering healthy, fair and sustainable relationships between businesses (Putri & Yuliani, 2023). In a business context, ethics serves as a basis for analyzing and assessing the extent to which certain norms can be applied to business practices while ensuring that every action taken aligns with universal moral principles (Maulena et al., 2024) dan (Mampa et al., 2022). Business ethics involves systematically understanding and distinguishing between right and wrong actions in the context of a company's products and services, particularly with regard to its internal interests and external demands (Aziez et al., 2024). Business ethics can be defined as a set of values encompassing an understanding of what is good or bad, right or wrong in business practices. These values are based on moral principles and serve as a reference for behavior (Rahmawati & Faraby, 2023).

Good business ethics are an important foundation for building and strengthening customer trust, which ultimately plays a crucial role in determining a business's success and positive image (Safitri & Rahman, 2024). Business ethics are fundamental to ensuring a healthy and ethical business world is sustainable.

An ideal business practice integrates ethical principles into all its activities, enabling it to have a positive, sustainable impact on consumers (M et al., 2024). A business is an organized activity carried out by individuals or groups with the aim of creating and providing goods or services that meet societal demands, with a focus on making a profit (Hanifah & Zulkarnain, 2024) dan (Bastomi et al., 2024). Business ethics refers to the strategic actions companies take to prevent violations of the legal and social norms that apply within their organizational environment (Febriyanthi & Mujiatun, 2024). Business ethics encompasses a set of norms that govern the behavior of all parties involved in business activities, these norms cover aspects such as honesty and transparency, and ensure that conduct is in line with ethical principles (V. P. Astuti & Sunarjo, 2024). Business ethics are not just part of corporate social responsibility; they also serve as a crucial strategic component in responding to business challenges in a sustainable way (Saridawati et al., 2024).

Higher education institutions have a strategic responsibility to prepare human resources that are academically excellent and possess moral integrity. As future businesspeople and professionals, students need to be equipped with ethical values through a learning approach that is both theoretical and practical. One innovation in character education that is beginning to be widely implemented on campuses is the honesty canteen.

The Honesty Canteen can be seen as a means of fostering and developing an entrepreneurial spirit in individuals (Indrakurniawan et al., 2023). The Honesty Canteen is a facility that sells snacks and drinks. It operates without a guard and relies on the trust and personal responsibility of the buyer to complete the transaction (Latif & Irwansyah, 2023). The Honesty Canteen is an educational institution program that provides entrepreneurship education by offering students the opportunity to market their own food and drink products directly (Sari et al., 2025). Alternatively, it can be defined as a way of learning about ethical values that relies on personal trust and responsibility.



Figure 1. The Existence of the Nusantara Honesty Canteen

Honesty canteens play an important role in shaping individuals who are aware of the value of integrity and honesty. These values form the foundation for living life to the fullest (A. T. Astuti et al., 2025). The Honesty Canteen Operating System is equipped with a special box or container for payments and storing change. This allows buyers to conduct transactions independently, including paying, collecting items and calculating change (Cahaya Fajrin & Ika Mariyati, 2023). Buyers are required to act honestly by placing their payment in the provided box. If there is any excess payment, buyers are also expected to take their change without direct supervision (Niqma et al., 2025). Honesty is one of the nine integrity values established by the

Corruption Eradication Commission (KPK) to shape an anti-corruption character (Nisa & Astuti, 2024). In this case, students are faced with a real-life situation in which they serve themselves food and drinks and pay for them independently, without supervision. This practice is an effective and simple way of instilling the value of honesty. The honesty canteen teaches students about honesty in transactions and also reinforces a sense of responsibility, shaping their ethical awareness in daily life.

This research is urgent because character education integrated with real-world contexts is important. This ensures that ethical values are not just theoretical discourse, but are truly formed through experience. The Honesty Canteen offers a unique contextual learning space that can influence students' attitudes and behavior as part of the hidden curriculum. Given the increasing ethical challenges in the modern business world, it is important to evaluate the effectiveness of character education approaches that have been implemented, including honesty canteens. Although honesty canteens have been widely adopted by various educational institutions, little research has specifically examined the relationship between student involvement in such activities and the development of business ethics. Previous studies have mostly highlighted honesty as a general value without exploring how this relates to business ethics in a focused, measurable way.

In addition, previous studies have tended to be descriptive or qualitative in nature, with few using a quantitative approach to test the causal effect of involvement in honesty canteens on students' business ethics formation. Based on direct experience of the campus environment, this suggests a research gap that needs to be addressed to improve scientific studies in character education and corporate ethics. The aim of this study was to examine the impact of student participation in the honesty canteen on the development of business ethics, taking into account background factors and existing gaps. A quantitative causality approach with simple random sampling was used to ensure the results obtained were objective and generalizable.

The aim of this research is to obtain empirical evidence regarding the effectiveness of honesty canteens as a means of teaching business ethics in higher education. The findings will also inform the development of more relevant character education policies and help educational institutions to nurture a new generation of students who will excel academically and demonstrate good moral conduct in their future professional endeavors.

RESEARCH METHODS

This study takes a descriptive, quantitative approach to determining and analyzing the role of honesty canteens in shaping the business ethics of Management students. Quantitative research emphasizes empirical exploration through the collection of numerical data, which is analyzed statistically to identify patterns, relationships or trends in the phenomenon being studied (Sihotang, 2023) dan (Sugiyono, 2022). This approach was used because it is suitable for objectively measuring students' perceptions and attitudes through statistical analysis of numerical data

The population in this study comprised all active students on the Management program at Universitas Nusantara PGRI Kediri who had experience of interacting with the honesty canteen. This population is defined as a set of individuals, objects or events that share specific characteristics according to the researcher's criteria. Data was collected from this set for analysis to inform the research conclusions (Sihotang, 2023) dan (Sugiyono, 2022). In a research process, a sample is a representative selection from a population that possesses certain relevant characteristics or attributes, with the aim of describing the population's overall condition (Sihotang, 2023) dan (Sugiyono, 2022). This study sampled 39 respondents. The sampling approach used was purposive sampling, which involves the deliberate selection of samples based

on specific considerations consistent with the research objectives. The following criteria were used to select the sample:

1. Active students on the Management Studies program in their third semester or above.
2. Students in class 2G.
3. Students who have made transactions at the honesty canteen.
4. Understand the concept of the honesty canteen.
5. Be willing to be a respondent and fill out the questionnaire honestly.

The Likert scale uses a five-point scale ranging from 'strongly disagree' to 'strongly agree', and is used to compile closed questionnaires that collect primary research data. This strategy was chosen to systematically measure respondents' perceptions and responses to the variables under study. The questionnaire contained statements designed to measure students' perceptions of business ethics values such as honesty, moral integrity and anti-corruption, honed through interaction with the honesty canteen.

Descriptive statistics were then used to examine the collected data using SPSS software. Simple linear regression was then employed to analysis the questionnaire data. This method was chosen to determine the extent to which one independent variable influences one dependent variable. In this study, the independent variable was student interaction with the honesty canteen and the dependent variable was business ethics.

To ensure that the data met the requirements for regression modelling, traditional assumptions such as normality and heteroscedasticity were examined prior to regression analysis. A normality test was used to determine whether the residual data was normally distributed, as normal distribution is an important prerequisite for linear regression, ensuring that the resulting parameter estimates are unbiased, efficient and valid for generalization (Sahir, 2021), The heteroscedasticity test, on the other hand, aims to determine whether the residual variance in the regression model is inconsistent (Sugiyono, 2022) dan (Sahir, 2021).

Once all the classical assumptions have been met, a simple linear regression analysis is performed using statistical software such as SPSS. This analysis produces regression coefficient values indicating the direction and magnitude of the independent variable's effect on the dependent variable. This analysis also produces a significance value (p-value), which is used to test the research hypothesis. If the obtained significance value is less than 0.05, it can be concluded that there is a significant relationship between student interaction with the honesty canteen and student business ethics.

The researchers also analyzed the coefficient of determination (R^2) to ascertain the extent to which the interaction with the honesty canteen variable contributed to explaining the variation in students' business ethics. This value formed the basis for drawing conclusions about the role of the honesty canteen in shaping the ethical attitudes and behavior of students on the Management program.

RESULT AND DISCUSSION

The results of the normality test in this study are as follows:

**Table 1. Normality Test
One-Sample Kolmogorov-Smirnov Test**

		Standardized Residual
N		39
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	,98675438
	Absolute	,130

Most Extreme	Positive	,119
Differences	Negative	-,130
Test Statistic		,130
Asymp. Sig. (2-tailed)		<u>,097^c</u>

- Test distribution is Normal.
- Calculated from data.
- Lilliefors Significance Correction.

In this study, normality testing was performed on the Kolmogorov-Smirnov one-sample normalized residual values. This test was performed to ascertain whether the residual data from the regression model was normally distributed, which is a crucial requirement in fundamental linear regression analysis. The test results show a significance value (Asymp. Sig. 2-tailed) of 0.097. As this exceeds the significance level of 0.05, it can be concluded that the residual data are normally distributed and meet the normality assumption. Therefore, the normality assumption of the regression model is considered to be met. Additionally, the mean value of the standardized residuals is 0.0000000, with a standard deviation of 0.98675438. These values are close to those of a normal distribution, which further supports the conclusion that the residual data in this study is normally distributed.

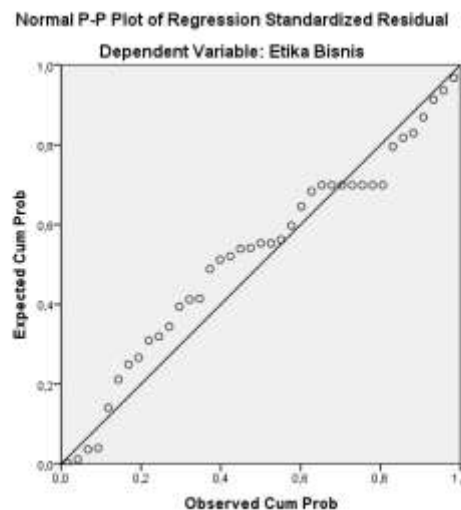


Figure 2. P-P Plot Norm Test

The P-P normal plot of standardized residuals is used to check the normality of data visually, as well as using the Kolmogorov–Smirnov statistical test. This graph shows the distribution of residual points around the diagonal line representing the ideal normal distribution. As can be seen from the image, most of the points are scattered close to the diagonal line. This pattern is reasonable and does not show extreme deviations from the normal distribution. Therefore, it can be concluded that the residuals of the regression model have a distribution pattern close to normal. The normality assumption in simple linear regression can be accepted, as this conclusion is consistent with the Kolmogorov–Smirnov test results, which show a significance value of 0.097 (>0.05).

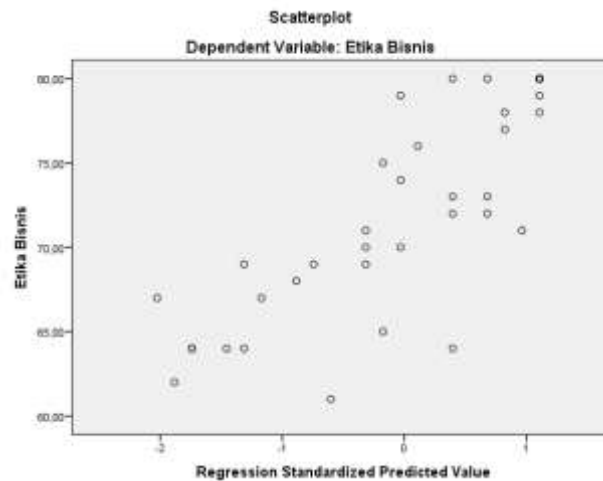


Figure 3. Heteroskedasticity Test Result

The heteroscedasticity test is an important assumption in linear regression. It is used in this investigation to ensure that the residual variance does not remain constant at every predicted value. Failure to fulfil this assumption can result in inefficient estimation. The test is conducted using a scatterplot analysis of standard residual and predicted values. Heteroscedasticity does not occur if the points on the graph are scattered randomly and do not exhibit a particular pattern, such as tapering or widening. The scatterplot results show that the data does not indicate heteroscedasticity, meaning that the regression model meets this criterion, as the distribution of residual points appears random and shows no particular pattern. There is no indication of a fan shape or other systematic pattern. Therefore, the assumption of homoscedasticity is met, as there are no signs of heteroscedasticity in this regression model.

Table 2. Autocorrelation Test Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,819 ^a	,671	,662	3,63522	1,858

a. Predictors: (Constant), Honesty Canteen

b. Dependent Variable: Business Ethics

An autocorrelation test is used to determine whether the residuals in one observation and the residuals in other data are correlated. According to one of the requirements of linear regression analysis, the residuals must be independent, or uncorrelated, with each other. In this study, the Durbin-Watson value from the model summary table is used in the autocorrelation test. According to the results, the Durbin-Watson value is 1.858. Consequently, as indicated by the fact that $1.540 < 1.858 < 2.142$ and $dU < DW < 4-dU$, the residuals are independent. Therefore, it can be concluded that the regression model satisfies the assumption of residual independence; in other words, the autocorrelation phenomenon does not affect the model's validity.

Table 3. t Test Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	5,160	7,761		,665	,510
Honesty Canteen	,729	,084	,819	8,693	,000

a. Dependent Variable: Business Ethics

The t-test is used to determine whether independent factors have a significant influence on the dependent variable. In this study, the relationship between students and the honesty canteen is the independent variable, while business ethics is the dependent variable. Based on the results in the coefficient table, the t-value calculated for the honesty canteen variable is 8.693, with a significance value of 0.000. This figure is much lower than the study's significance level of 0.05. This indicates that students' business ethics are significantly influenced by the honesty canteen. This finding supports the idea that the more involved students are in activities at the honesty canteen, the higher their level of business ethics. Therefore, statistically, the research hypothesis that student interaction with the honesty canteen significantly impacts business ethics can be accepted.

Table 4. F Test ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	998,641	1	998,641	75,570	,000 ^b
	Residual	488,949	37	13,215		
	Total	1487,590	38			

a. Dependent Variable: Business Ethics

b. Predictors: (Constant), Honesty Canteen

This study used the F-test to evaluate the ability of the developed regression model to simultaneously explain the substantial relationship between the independent and dependent variables. In this context, the F-test was used to examine the relevance of the impact of the honesty canteen variable on students' general business ethics. The F-value calculated from the analysis, as shown in the ANOVA table, was found to be 75.570 at a significance level of 0.000. As this value is below the predetermined significance level of 0.05, it can be concluded that the regression model is statistically significant. This suggests that students' business ethics are influenced simultaneously and significantly by the honesty canteen variable. Therefore, the hypothesis of a strong simultaneous influence can be accepted and the resulting regression model is considered appropriate for explaining the relationship between the variables in this study.

Table 5. Determination Coefficient of Determination Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,819 ^a	,671	,662	3,63522	1,858

a. Predictors: (Constant), Honesty Canteen

b. Dependent Variable: Business Ethics

In regression models, the coefficient of determination is used to measure the extent to which independent variables can explain the variability of dependent variables. In this study, the honesty canteen is the independent variable and student business ethics is the dependent variable. An R² value of 0.671 was determined using the findings shown in the model summary table. This figure shows that the existence of, and contact with, honesty canteens accounts for 67.1% of the variation in student business ethics. The remaining 32.9% comes from characteristics not considered in this study or included in the model. Therefore, it can be concluded that honesty canteens significantly contribute to explaining the level of student business ethics. This high R²

value indicates that interaction with the honesty canteen strongly influences the business ethics of students on the Management program.

This study aims to ascertain the effect of student involvement with honesty canteens on the development of business ethics. Simple linear regression analysis produced several significant results that support the notion that honesty canteens help management students to develop moral principles. Based on the t-test findings, a t-value of 8.693 was calculated, with a significance value of 0.000. This indicates that interaction with the honesty canteen significantly affects students' business ethics. The findings demonstrate that the more frequently students engage with the honesty system in their daily transactions, the greater their ethical awareness in the context of business behavior. The regression model used in this study was significant overall, as determined by the F-test results: the calculated F-value was 75.570, with a significance level of 0.000. This suggests that the model is statistically valid for explaining the relationship between the independent and dependent variables. In addition, the value of the coefficient of determination (R-square) of 0.671 indicates that 67.1% of the variation in student business ethics can be explained by the canteen honesty variable. However, the remaining 32.9% is influenced by variables not included in this study, which are outside the model's scope. These results demonstrate the importance of honesty canteens in shaping students' business ethics. They show that, while not the only determining factor, the existence of honesty canteens contributes significantly to students' ethical development.



Figure 4. Condition of the Nusantera Honesty Canteen

The honesty canteen at Universitas Nusantara PGRI, located on the third floor of Building J, is an example of integrity values being applied in higher education. The canteen operates without permanent attendants, and every product is clearly and openly labelled with its price. Students and academic staff can independently select products and then pay either online or offline according to the number of items taken. This system encourages the development of honesty and individual responsibility by providing an opportunity to practice these values in daily activities, and is part of a strategy for learning ethical values in a non-formal context on campus.

From a practical point of view, the results of this study have significant implications for higher education institutions, especially with regard to the development of strategies for shaping student character. Honesty canteens, for example, are not only places to eat and drink, but also effective educational tools. Through this system, students learn to take responsibility for their actions without direct supervision. They develop habits that will inform their future business operations and professional lives, instilling values such as honesty, accountability and integrity. Therefore, it can be concluded that honesty canteens play a strategic role in shaping the business ethics of management students. This demonstrates the importance of integrating character education through concrete activities that directly involve individual moral responsibility, as well as theoretically.

CONCLUSION

Based on the analysis and discussion results, it can be concluded that an honesty canteen significantly influences the business ethics of Management Study Program students. The t-test results show that the honesty canteen variable has a significant effect on student business ethics, with an estimated t-value of 8.693 and a significance level of 0.000. The F-test indicates that the regression model as a whole is significant, with a calculated F-value of 75.570 and a significance level of 0.000. Additionally, the coefficient of determination (R-square) value of 0.671 indicates that 67.1% of the variation in students' business ethics can be attributed to their interaction with the honesty canteen, with the remaining 32.9% influenced by factors beyond the scope of this study. Therefore, it can be concluded that the honesty canteen functions not only as a transaction facility, but also as a significant medium for character development that supports the cultivation of ethical values in the business world

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