The Effectiveness of Establishing Honesty Canteen to Fight against Corruption in Ahmad Dahlan University Yogyakarta Indonesia: A Positive Psychological Study

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The Effectiveness of Establishing Honesty Canteen to Fight against Corruption in Ahmad Dahlan University Yogyakarta Indonesia: A Positive Psychological Study

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ABSTRACT

The Indonesian government through the attorney general, introduced a new way to fight corruption in the country. This is what they called the honesty canteen, which was established almost in every school and university across the country. The aim of this study is to determine the students' opinions about the effectiveness of honesty canteens to fight against corruption. This research was conducted at Ahmad Dahlan University in Yogyakarta, Indonesia. One hundred undergraduates at Ahmad Dahlan University were surveyed. The data indicate that honesty canteens are being supported by the students. The honesty canteens were formerly established in several places and different campuses in Ahmad Dahlan University. The students who were surveyed in both campuses (Campus 1 and Campus 2) supported the establishment of honesty canteens. However, they worried about the honesty canteens' loss. The students were alike in their analysis about who is to blame for honesty canteens' failures. However, a reliably larger percentage of psychology respondents uttered apprehension and enthusiasm to join honesty transaction practices.

INTRODUCTION

Indonesia in 2006 was considered to be one of the most corrupt countries in the world (Transparency International, 2006). Democracy is no guarantee to fight against corruption. Democratic election can create a counterattack against corrupt systems and encourage politicians to make an effort to reduce them, but they also initiate occasions for voters themselves to benefit from corrupt practices, including vote-buying. Democracy can bloom the points at which indictement is necessary.

Corruption also raises the cost of production and holds countries from attaining their economic development. The World Bank explains that more than 36% of firms with interest in East Asia and the Pacific see corruption as the most important barrier to the process and expansion of their business in South Asia. These statements are confirmed by ADB's country-specific studies in Indonesia and the Philippines (Pohl, Green, ADB & Regional anti-corruption Conference, 2006). The World Bank emphasizes that eliminating corruption has to start at the highest level of authority (Ameresekere, 2011).

They know that corruption puts in danger safety measures, and economic progress, spread deficiency, and deteriorate social justice. The information has encouraged the authorities of more than half the world's population to entrust and come together to wrestle corruption under the coordination of the Asian Development Bank (ADB, 2006).

The most-significant improvement in Indonesia government was the launch of the Corruption Eradication Commission (KPK) in 2003 (Horowitz, 2013). Government and communities are participating in this revitalization of trust. As part of the fight against corruption, the attorney general's office of Indonesia escorted the arrangement of honesty canteens.

The honesty canteen is a place to improve the noble character especially to the adolescent age group. It is also a way to make the students become familiar with honesty behavior. The existence of honesty canteen to some people was considered valuable. One of its core idea is to carry out and educate the students to be more truthful. To make them understand how to be honest, it should begin with a small act.

The honesty canteen originated in Jakarta, and followed by other provinces in Indonesia. The arrangement of this canteen and the usual canteen is dissimilar. In the honest canteen, nobody watches and serves the buyers. Buyers can enjoy choosing everything in the canteen whatever they want to buy, and if there are changes, buyer can get the change by themselves from the box. Most of the canteens were launched in schools and universities in Indonesia in commemoration of the "fighting against corruption day" on December 9th, 2008. Positive psychologists would say that this is such a positive intervention to build honesty among people.

According to Seidman (2011), Indonesia has launched over 7,000 honesty canteens all over the archipelago, and many honesty canteens started in local schools. Years ago, Seidman (2011) notified about a canteen in New York City that looks somewhat similar with honesty canteen in Indonesia. It was about an extraordinary doughnut canteen in New York City. For the period of the daybreak rush, as a substitute of calculating the exact cash for every buyer, the salesperson placed a mound of coins on the counter of his cart and requested buyers to reimburse what they billed, and change for themselves. It enabled him to provide extra doughnuts in a shorter time, and told his patrons that he had faith in them. The clients, in turn, paid back that trust. This salesperson created a system to beat his contenders by applying trust to build a more innate relationship with his customers.

The Times described Indonesia as a nation overwhelmed by deceitful politicians, "put into action anti-corruption maneuver by launching teller-free honesty canteen across the archipelago. By changing the duty of paying to the consumers themselves, canteens are destined to drive people to contemplate continuously about whether they are truthful and, it would seem, make them feel at fault if they are not,"(Seidman, 2011).

In the beginning, honesty canteens were considered a success, with more than 7,000 in operation in twenty provinces. In Transparency International's inaugural Corruption Perception Index in 1995, Indonesia was ranked last out of all the nations surveyed. By 2010, that ranking had moved up to 110th out of 178 nations, and the honesty canteens recognized as having contributed to the popularity of the president. Several people reported that honesty canteens gradually disappeared in many cities in Indonesia. This condition could be seen also In Ahmad Dahlan University Yogyakarta Indonesia, especially in Campus 1 and 2.

FRAMEWORK

Corruption

According to Klitgaard et al. (2000), there are several meanings of corruption. Fundamentally, corruption means the mishandling of office for personal advantage. The office is the point of trust, where individual obtains power to act on behalf of an organization, be it personal, municipal, or nonprofit. Corruption means charging an illegal price for assistance or using the power of office to additional unlawful aims. Corruption can involve acts of exclusion or commission. It can engage officially permitted activities or illicit ones. It can be inside the institution (for example, embezzlement) or outside to it (for example, extortion). Sinagatullin (2009) stated that a corruption usually associated with dishonest or illegal behavior, especially when people accept money in exchange for some favor. It involves such behaviors as bribery and nepotism.

There is a large scale corruption in many countries like Indonesia (for example, in the field of commerce). In industrial areas, people usually break laws by giving inducements to the bureaucrats concerned. If these personnel accepted illicit payment, they would go away without any punishment. The rich, when caught escaping taxes, the administrators fail to notice them and in some way give them confidence to adopt the same processes because of their influence and status in life.

The best solution to avoid corruption in the civilization is to bring in the best manner of honest and good teaching (Sharma, 1998; Jayapalan 2013). Lathrop and Foss (2005) insisted that parents should not permit their children to learn dishonesty from them. Avoid unreasonable expectations about our children's grades in school or wealth after graduating from university. Why? Because unreasonable expectations can create conditions that make cheating and dishonesty an acceptable behavior to your child. Your child might think, I would rather get a good grade by cheating than be honest, get a poor grade, and have to face the wrath of my parents.

Honesty canteen as a positive psychological intervention

According to Linley, Harrington and Garcea (2010), positive psychology is not a cure-all for all modern psychological ills, but it does offer interventions. Organized testing of interventions will offer people with a good deal insight of which interventions will most likely work, with which sort of clients, for which kind of problems. The future of positive psychology training will be manifested by a fast augment in the number of empirically validated interventions, many

of which will aim particular problems and populations (Dean & Biswas-Diener, 2010).

According to Proctor and Linley (2013), positive psychology interventions have been fruitfully useful in educational settings and brought in positive behavioral, social, psychological, and academic effects among adolescent students. Positive psychological interventions constitute intentional activities that aim to build strengths.

Such interventions and approaches appear in various forms of actions. However, positive psychological interventions can be conceptualized as any single constituent that concentrate on one key strength, such as honesty. The cultivation of noble character is an omnipresent goal of parents and educators, giving the groundwork for flourishing in all areas of life.

Knoop and Delle (2012) indicated honesty as one of the emotional strengths of courage. Some of the most commonly endorsed character strengths reported are honesty, kindness, gratitude, judgment and fairness. According to Snyder and Lopez (2009), there is a close relationship between honesty and trust. Honesty in individual can lead to trust. Magyar-Moe (2009) added a client who has honesty as a strength might find her honesty to work well for her in a number of contexts.

Positive psychologists said that honesty is one of vital human powers that should be built. Honesty implies to speak the truth. Honesty means presenting oneself in an authentic manner, doing something in an earnest way, living without play-acting, and taking care of others with admiration. Dischler (2009) concluded from his investigation when children learned that they had the strength within to be honest, they will be certain in their skills and become skilled at searching for the positive in the negative.

By making it the right to declare the truth and not frightening by approaching him with antagonism or shouting, he had gone up to the ground and remained truthful. Honesty is habitually bestowed little consideration in classrooms or universities, and when it is, it is usually in the manner of penalty for a lie. Training honesty does not concern what we do not desire in conduct; it is about directing on what we desire. It guards what the student intuitively recognizes how to do. When we carry this feeling of truthfulness into our residences and classrooms, we offer students with a secure location they know. They know how communicate their feelings with honesty because they know that the worth is placed on their honesty, not on their lapses. Students who looked after in this manner will have the groundwork for social relations with people that will also established honesty.

According to Positive psychologists, there are two ways to overcome corruption: 1) curing it by giving punishment; and 2) prevent it by growing

positive attitudes and behaviors; they called it building human strength. The most important human strength to prevent corruption is honesty (Snyder & Lopez, 2009). To train students to be honest, according to Indonesian government, it is necessary to establish honesty canteens (Seidman, 2011).

In general, honesty canteen according to Indonesian government is a canteen that was established to educate students on how to be honest. The government's point of view is if the people are honest, corruption will slowly disappear.

OBJECTIVE OF THE STUDY

The purpose of this study was to discover the students' opinion about the effectiveness of honesty canteen to fight against corruption.

METHODOLOGY

The study covered two faculties in Yogyakarta. It is essential to illuminate the following terminologies:

Resources: Refer to the benefits of the honesty canteen in the faculty environment

Psychological factors: For the purpose of this research, psychological factors are defined as all the attitudes and behaviors of lecturer and students that either promote or inhibit the honesty canteen processes.

Poor Condition: Poor condition as used in the study refers to the situation where condition is not up to expectation, that is, where honesty canteen lost their money and capital.

This study is a descriptive survey from beginning to end which outlooks and opinions were taken from the lecturers and students. Surveys conducted were in the field psychology, education and social science (Sanders, 2010). Blaxter, Hughes and Tight (2010) pointed out that survey research in social sciences especially in education engages compilation in sequence from constituent of a group of students, faculty's elements or other persons linked with educational topics. According to Ary, Jacobs and Rezavieh (2013), survey allows the investigator to collect information from a huge sample of the populace relatively fast and economically.

It was considered right and proper to apply the survey method because it is the influential form of gathering data in education and other social sciences (Fink, 2014). The descriptive survey was regarded as the most appropriate design for carrying out this research because this one deals with the objects as they

presently are (Creswell, 2013).

Bamberger (2000) also noted that in survey, investigators can complete in a short period. The study aimed at gathering useful data on those conditions and variables that researchers cannot manipulate and which would help in finding out psychological factors that are contributing the positive and negative aspect of honesty canteen in Ahmad Dahlan University according to students' opinion.

RESULT AND DISCUSSION

The study covered two program studies in Ahmad Dahlan University Yogyakarta Indonesia. There are five campuses in Ahmad Dahlan University. We conducted this study in Campus 1 and 2.

The honesty canteen in Ahmad Dahlan University is similar to the common honesty canteen available in schools and other campuses. The similarity is no vendor waiting in the checkout or payment in honesty canteen. Honesty canteen in Ahmad Dahlan also provides a variety of snacks and drinks. In the cafeteria, the visitors' awareness is claimed without supervision by officers. The difference is the existence of one religious, moral motto that was taught to all the students in the classroom; a sharp-edged, all- seeing and the angel records. In the class, the students were told that honesty is very important in their lives. As the Prophet Muhammad said: "Verily, honesty will bring them to charity, and that goodness will lead to paradise. Moreover indeed, those who lie will lead to the path of evil, and evil indeed will be put into the hell anyone who really lie would be recorded with Allah as a liar "(HR 6094 Al-Bukhari and Muslim no. 2606). According to one of the religious moral lecturers, to help the student to be honest, there should be somebody who will monitor near the honesty canteen.

One of the tribulations that students confront in honesty canteens was if they could not find the change. They have two choices: 1) for some students, they just leave the rest of the money there, and 2) for some students, they take more money than they should have. One lecturer reported that last month, the honesty canteen in his faculty lost 100 000 rupiah.

From the answers, most of the students strongly agree that the honesty canteen contributes the positive feeling of being trusted. Interestingly, some students remained uncertain about the effectiveness of honesty canteen.

In articulating their analysis on the testimonial that finds out whether the honesty canteen helpful, it was revealed that majority of the respondents agreed. It means that most canteens were helpful. However, several students disagreed to the statement that honesty canteens are not useful.

There was a student who reported that if he or she cannot find the change in the plastic box, he just left the money there as a form of charity. The value of this response is that some honesty canteens do not have enough resources.

From the survey, we found out that the honesty canteen income was lower than regular canteen. According to some respondents, some shoppers pay less, and some buyers just seize the groceries and run off without reimbursing.

Since this study covered only two program studies in Ahmad Dahlan University, an additional research would be essential to include other 115 faculties and universities in the province of Yogyakarta and other provinces in Indonesia.

Honesty canteen trains the students to be: 1) honest; 2) responsible; 3) independent; 4) anti-corruption; 5) complying with regulations, and 6) practical without queuing. Of the six functions, there are also some weaknesses: 1) honesty canteens located in the college environment and merchandise with seats and/or benches are usually used by students as a waiting area, so the merchandise should be placed in a special place, because it looks untidy. In addition, it is also prone to theft because there is no staff, CCTV, lecturers, or student's council to watch the transactions.

 Students involved in the honesty canteen if given the mandate to do well can afford to do so because the core of the educational process is not only knowledge, but merely to change behavior for the better. These students need to be taught about honesty so that later on if they mingle with other citizens, they are no longer tempted to cheat or steal. Lessons from the honesty canteen need to be fostered, starting from school because it is considered an effective measure to combat corruption.

CONCLUSIONS

Some of the psychological factors like the dishonesty of students and monitoring of the honesty canteens have caused their collapse. Secondly, this study has established that, there must be someone responsible for staying around the honesty canteen as the case of doughnut seller that was told in the previous section by Seidman (2011).

These psychological factors attributed to lecturers, students and the canteen environment were primarily responsible for the poor canteen conditions. These factors do not operate in isolation. The absence of monitor, for example, would result in an incompletion of the transaction and would also concern students' motivation to buy. Therefore, to improve the honesty canteens' performance in

Ahmad Dahlan University, there is a need to look at these issues in totality.

One of moral lecturers explained what happened in the honesty canteen. Honesty canteen policies did not go behind Islamic moral teaching. Islamic moral instruction taught students and encouraged all Muslim students and lecturers to reduce risk in any case. He referred to Kettell (2011) as follows: The prophet Muhammad advised the Bedouin to keep his wealth properly, and carefully before he leaves it in place. Similarly, in many other events of the prophet, it is well-recognized that he grasped steps to trim down risks.

Prophet Muhammad demanded his companions to migrate to medina by small groups rather than in one bulky group. This was done to trim down the risks. When he sets out to combat, he puts on his protective covering instead of dressing in delicate clothes. Sampai disini Islam encourages mutual consent between parties as a necessary condition for a valid business transaction (Al-Jayyousi, 2012). The business that there is no offer and acceptance is illegal according Islamic law (Kamso, & Ng, 2013).

In a particular treaty, all circumstances pertaining to bargain and receipt, the companies, the cost, and the topic substance should be satisfied (Saleem, 2012).

People could found reducing risk in Qur'an in following verse:

> O my son! Set up standard prayer, command what is right, and prohibit what *is* incorrect, and endure with uncomplaining steadiness whatever happen to you

So if no one watches the canteen, there will be no person to forbid what was going wrong in the canteen. Humans usually commit mistakes. It is easier to avoid what is wrong if somebody watches. One administrator said that the success of honesty canteen in campus three can be achieved through the use of CCTV around the honesty canteen.

RECOMMENDATIONS

The number of CCTV around campus should be increased. The CCTV will help the supervisors to watch the honesty canteen. The CCTV would enable controllers to economically and efficiently supervise the buyers as competently to boost individual consideration. This situation would go a long way to improve students' transaction. The Supervision and Monitoring the honesty canteen in University or faculty should continue. Regular visits to the honesty canteen would continue to motivate the students to be more honest.

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