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IMPLEMENTATION OF HONESTY CANTEEN PROGRAM AS CHARACTER EDUCATION STRATEGY IN ELEMENTARY SCHOOLS

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ABSTRACT

This study aims to examine the implementation of the honesty canteen program as a strategic approach to character education in elementary schools, with a focus on developing students' integrity—particularly the value of honesty. Conducted at State Elementary School 10 Regol Garut, this research employs a qualitative case study method, utilizing observations and in-depth interviews as primary data collection techniques. Data analysis follows the Miles and Huberman model, encompassing data condensation, display, and conclusion drawing. The findings reveal that the honesty canteen serves not only as a place for transactions but also as a medium for experiential learning that reinforces honest behavior through four key components: routine, spontaneous, exemplary, and conditioning activities. The implementation involves self-service and active student participation, encouraging students to practice honesty in everyday situations. Despite its effectiveness, challenges such as students' inconsistent behavior, income disparities, and operational limitations persist. The novelty of this study lies in its detailed contextual analysis of the honesty canteen as a practical, low-cost character-building tool embedded in daily school life. This research contributes to the field of social sciences and humanities by offering a replicable model of value-based education that fosters integrity through direct experience and community reinforcement. It recommends sustained support from schools and broader social environments to ensure long-term character development in students.

Keywords*: Character Education Strategy, Honesty Canteen Program, Honesty Value, Integrity Character, Integrity Education*

INTRODUCTION

The integrity of character, particularly the value of honesty, in Indonesia often faces significant challenges in various aspects of life (Rahmat & Yahya, 2021; Rosmi & Syamsir, 2020). The main issue that arises is the low level of honesty among the community, including within educational environments, workplaces, and social relationships (Ampuni et al., 2020; Maulidi, 2020). In Primary Schools, the low integrity and honesty of character are often reflected in cheating behavior during exams or assignments, misuse of trust, and other dishonest actions that undermine the teaching-learning process (Sudrajat et al., 2024). In the educational context, the low integrity and honesty among students have significant impacts on the formation of morals and positive values (Afdhal, 2023). When students are unable to practice the value of honesty, it

can disrupt a healthy learning process, create an unfair academic environment, and overall diminish the quality of education.

Previous studies have shown that the low honesty values among students in school environments are influenced by school environmental factors (Aljurf et al., 2020; Efendy et al., 2023; Zhao et al., 2022). School culture and adopted values are considered key factors that have the potential to both drive and hinder honest behavior (Efendy et al., 2023). The presence of a consistently conducive school culture motivates and facilitates students to internalize honesty and integrity values, in line with Islamic teachings, promoting Islamic and tolerant relationships, and providing an educational environment supportive of the development of Islamic religious characteristics (Zhao et al., 2022). In this context, school culture oriented towards honesty and integrity values becomes key in shaping students' characters through the implementation of routine activities integrated into daily school life, such as flag ceremonies, physical exercises, collective prayers, and maintaining order (Aljurf et al., 2020). However, conversely, a non-conducive school culture can hinder the development of honest student behavior (Bylieva et al., 2020; Chirikov et al., 2020). For example, when school culture does not prioritize honesty and integrity values, students may not have adequate models or examples to internalize honest behavior. Additionally, the inability of school culture to adopt sustainable and comprehensive principles in developing the concept of school culture can be a major hindrance in efforts to strengthen students' positive characters.

Furthermore, the low honesty values in the school environment cannot be separated from the role played by educators and school staff in shaping students' characters as exemplars of honesty values (Chiang et al., 2022; Chow et al., 2021; Dyer et al., 2020). This involves a number of teaching practices that can be adopted, including integrating honesty values into the curriculum and learning materials, such as presenting examples of honesty through stories, films, and relevant readings (Chiang et al., 2022). Additionally, efforts can be made in developing honesty skills through assignments and projects that emphasize honesty, such as challenging students to solve problems with honesty and transparency (Dewantara et al., 2020). Teachers also play a crucial role in ensuring integrity during exams, such as by providing clear and unambiguous exam questions and giving honest and constructive feedback to students.

Other research has explored that the low level of honesty in the school environment can be influenced by the misuse of technology, which in turn facilitates academic dishonesty (Agustang et al., 2021; Purwatmiasih et al., 2021; Rustanta & Misnawati, 2021). This phenomenon includes practices such as online plagiarism, purchasing assignments online, cheating during exams by stealing answers, cheating during online exams, and unauthorized collaboration (Alhamuddin et al., 2022; Habiburrahim et al., 2021). The increased accessibility of technology and the presence of the internet have provided new opportunities for students to engage in dishonest behavior, posing new challenges for educators in ensuring academic integrity. In this context, there is a need for comprehensive and proactive strategies to address the risks of cheating associated with the use of technology in educational environments, while

continuing to promote honesty and integrity values among students (Berkhout et al., 2020).

This article aims to provide a comprehensive description of the implementation of an honesty canteen program as a strategy for character education focused on honesty at the elementary school level. Character education centered on honesty values is not only oriented towards introducing concepts but also towards establishing strong honest habits among students. In the pursuit of this goal, four activity systems have been identified as the main pillars: regularly scheduled routine activities, spontaneous activities that stimulate immediate reflection, role modeling by teachers and school staff, and conditioning through deep learning experiences. The honesty canteen program implemented at State Elementary School 10 Regol Garut utilizes these four activity systems as its operational foundation, emphasizing the importance of integrating honesty values into every aspect of daily school activities. This article provides deep insights into how honest character education can be actualized through the implementation of an honesty canteen program, focusing on specific examples from State Elementary School 10 Regol Garut.

RESEARCH METHOD

This research adopts a qualitative approach with a case study research design (Asipi et al., 2022; Creswell, 2017; Miles & Huberman, 2020). This approach was chosen because it allows researchers to gain an in-depth understanding of the implementation of the honesty canteen program as a strategy for honest character education at State Elementary School 10 Regol Garut. Case studies enable researchers to examine the specific context, dynamics, and complexities of the program in a real school environment. Research participants consist of various stakeholders directly involved in the program, including students, teachers, school staff, parents of students, and other relevant parties. Participant selection is purposive, taking into account their roles and contributions in the implementation and their experiences related to the program.

Data were collected through a series of techniques, including participatory observation, in-depth interviews, and document analysis. Participatory observation was conducted to gain a better understanding of interactions and dynamics within the school environment, particularly concerning the implementation of the honesty canteen program. In-depth interviews were conducted with selected participants to obtain their perspectives on the program's goals, implementation, and impact. Additionally, document analysis was performed on various program-related documents, such as lesson plans, program guidelines, activity records, and other administrative documents.

The collected data were then analyzed using a thematic analysis approach. The analysis steps included data coding, identification of common patterns, thematic mapping, and drawing conclusions. Data analysis was conducted iteratively, continuously examining new data and developing a deeper understanding of the program implementation and emerging findings. Furthermore, to ensure the validity and reliability of the research, validation steps were taken,

including data triangulation and the use of reflective notes. Data triangulation was carried out by comparing findings from various data sources, such as observations, interviews, and documents. Reflective notes were also recorded during the research process to document the researcher's thoughts and examine assumptions and biases that may arise.

RESULTS AND DISCUSSION

Implementasi Program Kantin Kejujuran sebagai Strategi Pendidikan Karakter

The Honesty Canteen Program is an educational initiative aimed at training and instilling honesty in the younger generation. The Honesty Canteen is not just a room that provides food, drinks, and stationery, but also a unique model that applies the principles of transparency and honesty in every transaction. In the Honesty Canteen, there are no guards or sales staff monitoring the consumers. Instead, consumers are given full trust to take the items they want and conduct their own payment transactions through the provided money box. The main goal of establishing the Honesty Canteen is to prevent corruption and raise students' awareness of the importance of honest behavior in daily life. Additionally, through practical transaction experiences in the Honesty Canteen, it is hoped to help develop students' characters, including honesty, and create a generation that is intelligent, virtuous, morally upright, innovative, and highly competitive.

Instilling honesty values through the concept of an honest canteen is an effective social simulation learning model, especially in the context of State Elementary School 10 Regol Garut. The honest canteen in this school is not just a means to obtain goods, but also a learning space that provides direct experience for students to practice creativity and entrepreneurship. With the honest canteen, the school's goals are not limited to providing practical needs for students but also serve as an educational platform actively fostering honest and responsible attitudes. Through transaction experiences and interactions in the honest canteen, students at State Elementary School 10 Regol Garut are encouraged to understand the importance of honesty in every aspect of life and learn to internalize these values into their daily behaviors. As expressed by EN, a teacher, that,

> "The honesty canteen in this school is more than just a place to buy goods. It's a real learning space for students. They learn not only about shopping but also about creativity and entrepreneurship. We want students to not only fulfill their practical needs here but also to instill values of honesty and responsibility. Through the experience in the honesty canteen, we want them to understand how important honesty is in life and learn to apply it every day."

In addition, the preparation and management of the honesty canteen involve a series of planned and structured steps. First, food and drinks are collected from contributors or suppliers. Next, canteen staff collaborates with canteen duty representatives from the fifth-grade students to arrange the same menu on each class table and record it. Then, transaction stations are set up

by preparing change money tins and payment options at each class table. When break time arrives, students can easily pick the desired menu from their class table and pay the predetermined price. If there is change, they take it from the prepared change tin. Through this process, students not only gain practical access to food and drinks but also engage in real-life transactions that are honest and responsible.

The honesty canteen at SDN 10 Regol Garut offers a variety of snacks and beverages to the students. The products sold include a range of enticing and appetizing options. Students can enjoy various delicious dishes such as fried bananas, tofu meatball soup, bread, doughnuts, spring rolls, and noodles. Each product is served with the best quality to ensure customer satisfaction. Additionally, beverages are also available in various varieties, ranging from bottled water, sodas, to fresh fruit juices. With the array of snack and beverage options provided, the honesty canteen becomes a fun place for students to fulfill their snack and beverage needs during break time. By ensuring good product quality and sufficient variety, the honesty canteen at SDN 10 Regol Garut can become a favorite destination for students to replenish energy and refresh themselves amidst their busy learning schedules.

Figure 1 Some products sold at the honesty canteen
Source: Field Findings (2023)

The management of the honesty canteen at SDN 10 Regol Garut is built upon a structured and organized system. Within this system, several roles have been clearly defined. Firstly, there is a coordinator of the honesty canteen management who is responsible for overseeing the overall operations of the canteen. This coordinator ensures that all processes run smoothly according to the established rules. Furthermore, there are canteen staff members who serve as financial managers, handling payments to food and beverage suppliers, as well as managing inventory in the canteen. Additionally, student involvement is crucial in canteen management. They serve as duty officers who assist in preparation, arrangement, and reporting from the beginning to the end of each class session. By involving students in this process, the school not only fosters a sense of responsibility but also nurtures ownership of the school environment. However, in cases of rule violations, sanctions will be proportionally applied. Warnings or

penalties will be directly issued to the homeroom teacher and the school committee as representatives of the parents, who are responsible for ensuring compliance with school regulations. With a structured system and clear rule enforcement mechanisms in place, the management of the honesty canteen at SDN 10 Regol Garut can operate efficiently and effectively.

The Effectiveness of the Honesty Canteen Program in Building Students' Honest Character

The honesty canteen program has a significant impact on students' awareness of the value of honesty at SDN 10 Regol Garut. Firstly, through the experience of conducting transactions at the honesty canteen, students are directly involved in the purchasing and payment process without direct supervision. This creates an awareness that honest actions are key to maintaining the integrity of the canteen system. Additionally, with clear rules and consistent rule enforcement, students gradually understand the importance of responsibility in their actions, including in transactions at the canteen. This aligns with the observation of SDN 10 Regol Garut teacher, DA, that since the implementation of the honesty canteen, there has been a significant change in students' attitudes and behaviors. One of the most noticeable changes is that students gradually begin to understand the importance of responsibility in their actions, including in transactions at the canteen. They are directly involved in the purchasing and payment process, which requires them to make independent decisions and maintain integrity in all situations. Furthermore, teachers also note positive attitude changes, especially in students who were previously considered naughty. They become more disciplined, more responsible, and more involved in school activities. This indicates that the honesty canteen not only provides practical experiences about honesty but also serves as a catalyst for broader attitude changes among students.

Furthermore, peer interactions within the canteen environment also influence students' awareness of the value of honesty. They learn to remind and encourage each other to behave honestly in every transaction. This strengthens social norms among students, where honesty is highly esteemed. DA adds that there has been a noticeable change in student interactions within the canteen environment. DA observes that peer interaction in the canteen has significantly impacted students' awareness of the importance of honesty. They begin to cultivate a culture of reminding and encouraging each other to behave honestly in every transaction. Students become more caring towards each other, and they feel responsible for maintaining the integrity of the canteen. This phenomenon not only creates a more positive environment in the canteen but also reinforces social norms among students. Honesty is not only seen as an individual act but also as a value pursued collectively. This creates a more conducive school climate for character development and strengthens awareness of the importance of integrity in everyday life.

Additionally, through self-reflection and discussions in related extracurricular activities, students at SDN 10 Regol Garut undergo a process of deep understanding of the meaning and importance of honesty in everyday life. They learn not only that honesty is about following rules

but also about building a foundation of trust and self-integrity. Students realize that integrity is not only relevant in the context of the honesty canteen but should be reflected in every action and interaction, both inside and outside of school.

RG, a Grade V teacher at SDN 10 Regol Garut, observes that the ingrained honest attitude in students creates a significant impact, especially in exam situations in the classroom. Students show extraordinary commitment to integrity, even when faced with situations where supervisors temporarily leave the exam room. They do not attempt to cheat or take advantage of the situation but instead maintain order and comfort in the exam room. The absence of noise or disturbance during the supervisor's absence demonstrates the high level of discipline and responsibility of the students, and illustrates that the values of honesty have permeated the school culture as a whole. This reaffirms that the honesty canteen is not only a place to practice honesty but also a reflection of students' commitment to upholding integrity in all aspects of their lives.

The Honesty Canteen Program as a Value System in Building Students' Honest Character

The honesty canteen is also one of the habitual activities through the school culture. As explained by Naziyah et al. (2021) habitual activities through school culture can shape students' character through routine, spontaneous, conditioning, and exemplary activities of the school community. The implementation of integrity character education through the honesty canteen program involves four activities in its execution process, indicating that the school has made various efforts to effectively implement integrity character education to students through the honesty canteen program (Ramdani & Prakoso, 2019). The four activities carried out are routine activities, spontaneous activities, exemplification, and conditioning activities.

Routine activities are an integral part of implementing the honesty canteen program at SDN 10 Regol Garut. The definition of routine activities, as explained by Arlinghaus & Johnston (2019), implies that these are activities carried out by students continuously and consistently at all times. This aligns with the views of Ehn & Löfgren (2020), who describe routine activities as habitual practices performed on a scheduled and repetitive basis. This perception is also reinforced by Wilk (2020), who depicts routine activities as actions carried out continuously and consistently.

According to Verplanken & Whitmarsh (2021), an individual's character is formed through activities that are repeated regularly, thus becoming habits. Therefore, these routines are carried out daily in the honesty canteen with the aim of implementing integrity character education for students (Beshears et al., 2021; Pedwell, 2021). The routine activities conducted in the honesty canteen include a series of tasks, from opening and visiting the canteen to food and beverage preparation, buying and selling, inventory recording and purchasing, as well as reporting activities. All of these are designed to create an environment that supports the consistent and sustainable development of students' character.

Furthermore, spontaneous activities are a crucial part of implementing integrity character education at SDN 10 Regol Garut through the honesty canteen program. These activities occur in specific situations, such as when the income of the honesty canteen is less than expected or when there is a discrepancy in income. If there is a income discrepancy, the honesty canteen manager will immediately report it to the school principal for follow-up, including providing guidance to the students. Similarly, when a student forgets or intentionally does not pay at the honesty canteen, actions will be taken in accordance with the established policy.

According to Aswat & Tayibu (2022) dan Vergauwe et al., (2021) spontaneous activities are actions taken by students suddenly at that moment, when it is discovered that a student forgets or even intentionally does not pay. In the context of the honesty canteen, spontaneous activities involve a quick response from the canteen manager or school staff to the violations that occur. When students are caught violating, they will be promptly given firm yet educational reprimands as part of the learning process to uphold the value of honesty. Thus, spontaneous activities serve as a means to enforce discipline and strengthen awareness of the importance of integrity in everyday life.

Exemplarity is a crucial aspect in implementing character education through the honesty canteen program at SDN 10 Regol Garut. Exemplarity plays a crucial role in shaping students' attitudes and behaviors as they tend to mimic the examples set by teachers and school staff (Demszky et al., 2021). As expressed by Chen & Tsai (2021) teachers are expected to be good role models in various aspectts of life, including honesty, discipline, neatness, cleanliness, and responsibility.

This view is also supported by Aslan et al. (2020), stating that exemplarity can be seen in the emergence of students' attitudes and behaviors as they mimic the behavior of teachers and educational staff at school. This indicates that the examples set by teachers have a significant impact on shaping students' characters (Bardach et al., 2022; Murkatik et al., 2020). In the context of the honesty canteen program, exemplarity plays an equally important role. Educators and staff at the school are also expected to lead by example in conducting buying and selling transactions at the honesty canteen, just like the students. Thus, the exemplarity demonstrated by teachers and school staff is expected to serve as a good example for students to practice honesty in everyday life, both within and outside the school environment.

Conditioning activities play a crucial role in creating conditions that support the implementation of character education through the honesty canteen program at SDN 10 Regol Garut. According to Murkatik et al. (2020) conditioning is the process of creating an environment that supports character education. In the context of the honesty canteen, conditioning activities are carried out in various ways aimed at strengthening awareness of the importance of honesty.

One form of conditioning activity is the installation of honesty canteen banners in the canteen area. These banners serve not only as decorations but also as reminders for students about the importance of honesty in every transaction at the canteen. Additionally, slogans about honesty are also displayed in various strategic locations around the canteen, such as on walls or

entry doors. This is intended to continually remind and reinforce awareness of the value of honesty to all canteen users. In addition to banner installation and slogans, conditioning is also done through the provision of neatly arranged food and beverage areas and clear price lists. This helps create a structured and transparent environment, allowing students to easily see the available food and beverage options along with their prices. Furthermore, clear payment boxes are provided to facilitate honest payments from students. Not only that, reminders for payment, purchasing procedures, and regulations are also prominently displayed in the canteen. This is aimed at providing clear guidance for students on the procedures to follow when conducting transactions at the honesty canteen.

CONCLUSION

Based on the research conducted at SDN 10 Regol Garut, the implementation of the honesty canteen program has had a positive impact on increasing awareness of the value of honesty among elementary school students. From the analysis of the activities carried out in the honesty canteen program, it can be concluded that this approach has great potential in shaping integrity character, especially the value of honesty, in the school environment. The honesty canteen program not only provides food and beverages but also serves as a learning platform that gives students direct experience in transacting with honesty and responsibility. Through routine, spontaneous, exemplary, and conditioning activities, students gradually understand the importance of honesty in their actions. The impact of this program is also reflected in the social interactions of students, where they remind and encourage each other to behave honestly. Additionally, the exemplary behavior of teachers and school staff helps reinforce social norms among students, where honesty is highly regarded. Overall, the honesty canteen program has brought positive changes in awareness of the value of honesty among students at SDN 10 Regol Garut. However, it is important to remember that the formation of integrity character is a continuous process and requires the support and involvement of all relevant parties, both from the school and the students' social environment. By continuing to implement and develop this program, it is hoped that students can grow as individuals who are honest, responsible, and have high integrity in their future lives.

ETHICAL STATEMENT AND DISCLOSURE

This study was conducted in accordance with established ethical principles, including informed consent, protection of informants' confidentiality, and respect for local cultural values. Special consideration was given to participants from vulnerable groups to ensure their safety, comfort, and equal rights to participate. No external funding was received, and the authors declare no conflict of interest. All data and information presented were collected through valid research methods and have been verified to ensure their accuracy and reliability. The use of artificial intelligence (AI) was limited to technical assistance for writing and language editing,

without influencing the scientific substance of the work. The authors express their gratitude to the informants for their valuable insights, and to the anonymous reviewers for their constructive feedback on an earlier version of this manuscript. The authors take full responsibility for the content and conclusions of this article.

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