

Critical Analysis of Strengthening Honest Character Through The Honesty Canteen at Kutabima 03 Cimanggu Elementary School Cimanggu District, Cilacap Regency Academic Year 2023/2024

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ABSTRACT

This study aims to analyze the strengthening of honest character values through the honesty canteen at Kutabima 03 Cimanggu Elementary School. Methods and strategies have been implemented in efforts to strengthen honest character in the school environment, one of which is through the honesty canteen. The honesty canteen is a concept where the canteen is managed by relying on the honesty of its visitors. This study uses the Miles & Huberman data analysis technique. The subjects of this study are the principal, teachers, managers, and students. Data collection methods include interviews, observation, and documentation. Data verification techniques use source and technical triangulation. The results of the study indicate that the honesty canteen has great potential in instilling honesty values, but there are several supporting and inhibiting factors that need attention. Supporting factors include: support from the principal and teachers, involvement of students, parents, and the community, and effective socialization and education. On the other hand, inhibiting factors include a lack of implementation management, insufficient supervision, and evaluation of the honesty canteen implementation. The conclusion of this study is that the honesty canteen has a self-service system concept, which is a system where students carry out the purchase transaction process on their own without direct assistance from staff. Through this system, students are trained to act honestly when buying from the honesty canteen. The honesty canteen can be an effective learning medium for students in instilling honesty values.

Keywords: Critical Analysis, Honest Character, Honesty Canteen, Elementary School.

INTRODUCTION

The learning process experienced by an individual shapes the quality, character, and attitude that are consciously or unconsciously demonstrated by the things that have been seen, felt, and experienced by the person. The surrounding environment and interactions with it shape a person's character. Character is the identity of a nation, not just a representation of an individual. Therefore, demonstrating good character is proof that the country and nation possess good character and prove the quality of the country. School is the right place to shape the character of the nation's children from an early age, with the 12-year compulsory education program ensuring every child has the right to both academic education and character education in preparation for future life. School-age children are national assets that must be nurtured and continuously honed as they represent the country's future (Zufiyardi et al., 2023).

Education enhances not only the intellectual or cognitive aspects but also the affective and psychomotor aspects with the aim of increasing human spiritual values, as stated in Law No. 20 (Achadah & Mulyati, 2020). Character is the set of human behavioral values related to

God Almighty, oneself, others, the environment, and nationality, manifested in thoughts, attitudes, feelings, words, and actions based on religious, legal, etiquette, cultural, and customary norms (Sukiyat, 2020). One of the noble characters that is very important for every individual to possess is honesty.

Honesty is an attitude, trait, or habit of a person that can be trusted in actions, words, and work, both for oneself and for others (Appiah et al., 2022). Honesty means stating the truth, being transparent, and consistent in doing what is said. Honesty is a life trait that must be instilled in children from a young age. Teaching children to speak, act, and behave honestly can become a lifelong lesson (Indah Cahyani & Muhamad Taufik Hidayat, 2023). According to Guenin (2005), honesty means having a pure heart, not cheating or deceiving, and being sincere. Therefore, honesty means not lying, not cheating or deceiving, and having a sincere heart. Hence, the definition of honesty means not lying, speaking according to reality, or conveying true information.

The honesty canteen is a medium for developing students' attitudes and behaviors to solidify and internalize values of openness, obedience, responsibility, independence, and justice through economic activities conducted openly and independently to foster a life that is honest, transparent, and responsible (Davidson, 2000).

The honesty canteen provides an opportunity for students to directly practice honesty values in daily life through purchase transactions in the canteen. The honesty canteen is a system where students can transact for their needs and make purchases honestly and transparently even though there is no attendant or person supervising during the purchase process, which is done independently by the students Zurqoni in Ningsih (2022). The purpose of the honesty canteen is to support the quality of human resources by instilling, fostering, maintaining, and developing the values of openness, principle adherence, responsibility, independence, and justice in students through educational practices in the school environment independently and openly (Davidson, 2000). The honesty canteen is one of the media used for self-service related to buying and selling activities or a self-service system. The honesty canteen is a program where there is a canteen that provides food and drinks without any staff overseeing the buying and selling transactions (Anam & Sakiyati, 2019). According to (DEKi et al., 2020), the honesty canteen is a canteen designed where students serve themselves, from buying to taking their change (self-service system). When students buy snacks in the honesty canteen, they must pay according to the listed price, and if they have change, they take their own change.

Based on the above explanation, it can be understood that one of the expected characters is honesty. The honesty canteen can be implemented as a means to habituate students to act honestly. In this regard, this research aims to describe how the implementation of strengthening honest character through the honesty canteen at SDN Kutabima 03, to analyze the positive impacts of implementing the honesty canteen at SDN Kutabima 03, and to analyze the supporting and inhibiting factors of strengthening honest character through the honesty canteen at SDN Kutabima 03.

RESEARCH METHODS

The research method used in this study is a descriptive qualitative approach. The subjects of this research are the principal, teachers, and students of Kutabima 03 Elementary School in Cimanggu District, Cilacap Regency, including students, teachers, staff, and the principal. The focus of this research is on the implementation of honesty canteen activities as a means of instilling the trait of honesty.

Data sources were obtained from the community of Kutabima 03 Elementary School in Cimanggu District, Cilacap Regency through observation, interviews, and documentation studies. The data collection techniques were carried out using two methods: documentation and questionnaires. The documentation method involved using existing documents to obtain data and information for this research. The interview method involved using a list of questions to obtain information from respondents. This type of interview was a guided interview, which provided a structure to ensure that the responses obtained aligned with the research objectives.

The data analysis technique in this descriptive qualitative research uses the Miles and Huberman data analysis model, which involves three main stages: data reduction, data presentation, and conclusion drawing. The Miles and Huberman data analysis model is an interactive process that continues until the data is saturated. These three stages are interrelated and do not necessarily proceed linearly, but can move back and forth among them during the analysis process (Wardani, 2021).

RESULTS AND DISCUSSION

Implementation of Strengthening Honest Character at SDN Kutabima 03 Cimanggu

Based on the research conducted at SDN Kutabima 03, Cimanggu District, Cilacap Regency, the concept of managing the honesty canteen involves four stages: planning, organizing, implementation, and reflection and evaluation.

Planning

According to Siagian (2005), planning is the entire process of careful thought and determination of things to be done in the future to achieve predetermined goals. Planning involves thinking and determining what will be done in the future to achieve established objectives. Planning is an essential part of the management process as it sets the direction and goals to be achieved and the ways to achieve those goals. This involves establishing the vision, mission, and goals of the honesty canteen management, determining the location, planning the menu and prices, preparing the operational budget, and providing the necessary equipment. According to the school principal (S), comprehensive socialization of the honesty canteen program is essential for all school members to understand and support its implementation. This includes creating clear rules and oversight systems by forming a supervisory team consisting of teachers and students. Furkan (2014) also emphasize the need for clear rules and strict supervision to maintain the principles of honesty in the honesty canteen.

Organizing

Organizing involves grouping people, tools, tasks, responsibilities, and authorities in a way that creates an organization that can be mobilized as a unit to achieve predetermined goals (Siagian, 2005). In organizing the honesty canteen, it is necessary to establish a management

structure, define job descriptions, allocate work, develop operational systems, and set regulations for visitors (Ministry of Education and Culture, 2017). According to teacher TP, a clear organizational structure, including a person in charge, canteen managers, and members, is necessary for the successful operation of the honesty canteen.

Implementation

The mechanism of implementing the honesty canteen involves students choosing and taking food or drinks they want, self-serving according to the listed prices, and taking change from a money box if necessary. The implementation actively involves students in operating the canteen, such as becoming canteen attendants, calculating daily income after school, and reporting to the canteen manager. This fosters a sense of ownership and responsibility among students (Tania et al., 2020). According to student NS, being part of the honesty canteen management team provides direct experience and joy in practicing honesty.

Reflection and Evaluation

Regular reflection and evaluation are conducted to assess the program's effectiveness, identify challenges, and find solutions for improvement. This can be done through group discussions, surveys, or interviews with students, teachers, and parents. Retnawati et al. (2018) state that regular evaluation and reflection are necessary to ensure that the honesty canteen program runs according to its goals and positively impacts the development of students' character. Daily and monthly evaluations are conducted to identify weaknesses and find solutions. According to honesty canteen manager AS, the canteen operation has not incurred losses, and the initial capital has been recovered. Thus, it can be concluded that SDN Kutabima 03 has successfully instilled honesty values in students through the honesty canteen.

Positive Impact of the Honesty Canteen on Strengthening Honest Character at SDN Kutabima 03 Cimanggu, Cilacap Regency

Honesty means truthfulness, openness, sincerity, alignment between words and actions, integrity, and reality (Ikhwan, 2019). It is not only spoken but must also be practiced in daily actions. The positive impacts of the honesty canteen on strengthening honest character at SDN Kutabima 03 are:

Honesty in Speech

One of the main principles of the honesty canteen is to focus on forming honesty values rather than profit. It is evident when students take snacks, pay, and put money in the provided box, admitting when they haven't paid, and seeking change rather than not paying. This teaches students to speak honestly. According to teacher EK, "If children forget to pay when taking food or drinks or if there is no change in the money box, they will find the canteen manager and state that the change is not there. This shows their honesty."

Honesty in Transactions

Muamalah refers to all forms of social interactions and transactions involving human relations in daily life. Students admitted to not cheating in transactions at the honesty canteen. According to student TP, "The honesty canteen has trained me to be honest. I always pay for the snacks I take and take the exact change without taking more."

Honesty in Promises

Honesty in promises is developed when students who cheat are advised to promise themselves not to repeat the behavior. Successful indicators include the cultivation of honesty, responsibility, openness, noble character, and anti-corruption culture. According to PAI teacher ZM, motivating and advising students to commit to honesty when shopping at the honesty canteen helps teach them to be honest in daily life.

Supporting and Inhibiting Factors in Developing Honest Character through the Honesty Canteen at SDN Kutabima 03, Cimanggu District, Cilacap Regency

The supporting factors for strengthening honest character through the honesty canteen are:

1. Support from the principal and teachers: Strong commitment and support from the principal and teachers are crucial in implementing and supervising the honesty canteen program. They serve as role models and motivate students to behave honestly. According to teacher ZM, good collaboration between the principal and teachers is essential for the positive impact of the honesty canteen on students and the school.
2. Involvement of students, parents, and the community: Parental and community support for the honesty canteen program reinforces the honesty values taught at school and creates a conducive environment. According to parent UM, the honesty canteen helps students practice honesty values directly.
3. Effective socialization and education: Good socialization and education about the goals, benefits, and mechanisms of the honesty canteen program enhance understanding and participation from students, teachers, and parents.

The inhibiting factors are:

1. Lack of management in the honesty canteen: Students sometimes have difficulty getting change due to the absence of small denominations in the honesty canteen. According to student AZ, when there is no small change, they have to call a teacher for assistance. Teacher EK adds that younger students, especially first graders, may struggle to calculate prices and change, requiring teacher supervision.
2. Lack of supervision and evaluation: According to teacher RN, insufficient supervision of the honesty canteen can lead to theft, discouraging students from using and participating in the canteen. Regular supervision and evaluation are necessary to identify and address potential problems.

CONCLUSION

Efforts to instill honesty in students are made through the honesty canteen. This canteen operates on a self-service system, where students conduct transactions without direct supervision. The management of the honesty canteen includes planning, organizing, implementation, reflection, and evaluation. The implementation of the honesty canteen in schools positively impacts students' honest character, such as honesty in speech, transactions, and promises. Supporting factors for developing honest character through the honesty canteen

include the support of the principal and teachers, involvement of students, parents, and the community, and effective socialization and education. The inhibiting factors are the lack of management and supervision. The honesty canteen can be an effective learning medium for students in instilling honesty values.

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