

FINANCING THE HONEST CANTEEN MANAGEMENT AT SMA NEGERI 2 PAYAKUMBUH

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ABSTRACT

The Honest Canteen is one of the character education initiatives that aims to instill the values of honesty and responsibility in students. The operational sustainability of this canteen is highly dependent on an effective financing system. This study aims to analyze the financing model applied to the honesty canteen at SMA Negeri 2 Payakumbuh, identify the challenges faced, and formulate recommendations for its development. The research method used was a case study with data collection through observation, interviews with canteen managers, teachers, and students, and analysis of related documents. The results showed that the main financing model applied was a combination. Challenges faced include suboptimal financial management. Based on these findings, this study recommends improving the financial management system.

Keywords: *Honest Canteen, School Financing, Character Education*

INTRODUCTION

An honest school canteen is not just a place for students to buy food and drinks, but also a mini laboratory for practicing the values of honesty, responsibility and independence. This concept gives students the opportunity to take goods and pay according to the price listed without direct supervision from the guard. The success and sustainability of the honesty canteen is greatly influenced by the financing system applied. Various financing models can be applied in the management of the honesty canteen, ranging from initial and operational capital originating from the school, voluntary donations from students and teachers, to the proceeds from the sale of the product itself. The effectiveness of each financing model will depend on the context and conditions of each school. Research on the financing of honesty canteens in schools is still relatively limited. Therefore, this case study research at SMA Negeri 2 Payakumbuh is expected to provide a more in-depth picture of the implementation of the financing model, the challenges faced, and the potential for developing an honesty canteen as an integral part of character education in schools.

Literature Review

There are several theories related to honesty and character building, among others:

a) Moral Development Theory proposed by Lawrence Kohlberg. Lawrence Kohlberg that moral development in childhood follows the maturity of cognition.(Ibda 2023). This theory explains how individual moral reasoning develops through several stages. In the early stages, honest or dishonest behavior is based on immediate

consequences (punishment or reward). As development progresses, individuals begin to internalize social norms and rules, including the value of honesty. At the highest level, morality is based on universal ethical principles, where honesty is valued as an intrinsic value to maintain fairness and trust.;b) Social Learning Theory by Albert Bandura. This theory emphasizes that character, including honesty, is learned through observation, imitation, and reinforcement.

The environment affects cognition. This reciprocal determinism pattern uses feedback, until finally finding the right behavior according to what is desired. Learning is thus not a simple process in which an individual receives a model and then imitates its behavior, but is a much more complex step in which the individual approaches the model's behavior through internalization of the image displayed by the model, followed by an effort to adjust that image.(Ansani and H. Muhammad Samsir 2022) Children learn to be honest when they see adults (parents, teachers) acting honestly and when their honest behavior is rewarded. Conversely, if they see dishonesty or if dishonesty is not punished, they may internalize the behavior.;c) Social Cognitive Theory (combined cognitive and social elements): This theory highlights the role of the mind and mental processes in character formation. Individuals develop an understanding of the concept of honesty, the reasons behind it, and its consequences. They also learn to regulate their behavior based on their internalization of these values. Social experiences and interactions with others play an important role in developing an understanding and internalizing the value of honesty.; d) Psychodynamic Theory (Sigmund Freud): Freud viewed human nature deterministically, where our behavior is determined by irrational and unconscious motivations as well as biological drives and instincts that go through a psychosexual stage.(Bakhrudin All Habsy and Raissa Sekar Nurpuri 2024) Although not explicitly addressing honesty, this theory highlights the role of the superego (conscience) in internalizing society's moral norms and values, including honesty. The superego develops through the internalization of rules and values from parents and other authority figures. Individuals who have a strong superego tend to internalize the value of honesty and feel guilty when acting dishonestly.;e) Humanistic Theory (Abraham Maslow, Carl Rogers). This theory emphasizes the innate human potential for goodness and positive growth. In the context of honesty, this theory implies that honesty is a natural expression of psychologically healthy individuals who strive for self-actualization. Honesty is seen as part of self-integrity and authentic relationships with others. Humans should be what they can be. Humans should be honest with their own nature, and this is what is referred to as the need for self-actualization.(Rahmawati 2018);f) Evolutionary Perspective: From this perspective, honesty can be seen as an adaptive behavior that promotes cooperation, trust, and social stability in groups. Societies that uphold honesty tend to be more cohesive and successful in the long run. The tendency to be honest may have biological roots and has been maintained through natural selection due to its social benefits.

The above theories are related to the formation of honest character: 1) Early Experience;

Social learning and psychodynamic theories emphasize the importance of early

experience and internalization of the value of authority. 2) Moral Reasoning; Moral development theory highlights the importance of developing the ability to think abstractly

about moral principles such as honesty. 3) Cognitive Processes; Social cognitive theory emphasizes the role of understanding, beliefs, and self-regulation in guiding honest behavior. 4) Internal Motivation; Humanistic theories highlight the importance of internalizing the value of honesty as part of the self-concept and стремление to become an authentic person. 5) Social Context; All theories recognize that social and cultural contexts play an important role in shaping the understanding and internalization of honesty values.

In the context of honest canteens in schools, these theories provide a framework for understanding how such initiatives can contribute to the formation of students' honest character through: a) Providing real opportunities for students to practice honest behavior in everyday situations. b) Enabling students to observe honest behavior from peers and teachers (if they also participate honestly). c) Enabling students to experience the consequences of honesty (pride, trust) and the potential consequences of dishonesty (guilt, potential loss of trust if caught), d) Through discussion and reflection on the experience in the honesty canteen, students can internalize the value of honesty as part of their value system.(Hasanah 2023)

By understanding various theories on honesty and character building, educators and school managers can design and implement programs, including honesty canteens, that are more effective in instilling honesty values in students. Several previous studies have highlighted the importance of honesty canteens in student character building. However, specific studies on the financing model and its sustainability still need more attention. Theories on non-profit financial management and stakeholder participation in education can serve as a conceptual basis for analyzing the issue of financing the honesty canteen. (Nur Kholifatun and Randa 2023)

RESEARCH METHOD

This research uses a qualitative case study approach to deeply understand the financing system of the honest canteen at SMA Negeri 2 Payakumbuh. Data was collected through: 1) Observation: Directly observing the operation of the honesty canteen, including the payment system and product management. 2) Interviews: Conducting semi-structured interviews with relevant parties, namely: a) Honesty canteen managers (teachers or students in charge). b) Teacher representatives or school officials who supervise, c) Some students who actively interact with the honesty canteen. 3) Document analysis by examining documents related to canteen management, such as financial records, sales reports, and school policies related to the honesty canteen. The data collected was analyzed descriptively qualitatively to identify patterns, themes and challenges related to honesty canteen financing(Hidayat 2016).

RESULTS AND DISCUSSION

1. Applied Financing Model

Based on the results of the research, the main financing model applied in the honest canteen of SMA Negeri 2 Payakumbuh will be explained as follows: Sources of funds to manage honest canteens in schools can come from various parties that support the sustainability and development of the canteen. One of the main sources is self-help funds that come from within the school, such as voluntary contributions from the principal, teachers and school staff. These funds are usually used as seed capital to purchase canteen equipment, such as display cases, shelves and stock. With the support of internal funds, an honest canteen can be established and operated without directly burdening students or parents. Apart from internal funds, another source of funds that can be utilized is the proceeds from charity activities or bazaars organized by the school. For example, the school can organize a food bazaar or other fundraising events that involve the participation of students, teachers and the surrounding community. The funds collected from these activities are then allocated as capital for the honest canteen. This method not only helps procure capital, but also involves the school community in supporting the character education program through the honest canteen. Furthermore, the revenue generated from sales at the honest canteen is also a sustainable source of funds. Profits made from the sale of food and beverages are usually reused to buy stock and improve canteen facilities. With transparent and accountable management, these proceeds can sustain the canteen's operations while providing educational benefits for students in terms of honesty and responsibility. This approach makes the honest canteen a self-sustaining and sustainable program within the school.

2. Challenges in Financing

During its operation, the honest canteen at SMA Negeri 2 Payakumbuh encountered several challenges. The honest canteen program in schools faces a number of challenges that need to be anticipated so that the objectives of character education and honesty can be achieved optimally. One of the main challenges is the lack of awareness and discipline of students in applying the principle of honesty during transactions. Some students are still tempted to take items without paying or pay an inappropriate amount, thus disrupting the smooth management of the canteen and undermining the values of honesty that are intended to be instilled.

Another challenge comes from the limited supervision and human resources managing the honest canteen. Since these canteens are usually not closely supervised by officers or teachers, their management relies heavily on the honesty and responsibility of the students themselves. This sometimes makes supervision less effective, especially if the number of students using the canteen is quite large. Limited funds and facilities can also be an obstacle in maintaining the quality of service and availability of merchandise in the canteen.

Finally, social and cultural challenges also affect the success of the honest canteen program. An environment that does not fully support the value of honesty can make it difficult for students to consistently carry out these principles. In addition, the

lack of support from parents and the surrounding community can also hinder efforts to build honest character through this canteen. Therefore, the honest canteen program needs to be supported by continuous education and involvement of all parties so that the value of honesty is truly embedded and becomes a culture in schools.

3. Efforts Made

Efforts that can be made to deal with challenges in the honest canteen program include providing challenges or "challenges" to students to dare to transact honestly every day in the canteen. For example, teachers can invite students to take the challenge "Dare to Snack at the Honesty Canteen Every Day Honestly" for a certain period, such as 30 days or one semester. (Efrienti 2025)

Each transaction is recorded in writing and verified with incoming money and CCTV footage, so that students are motivated to consistently behave honestly. (Khairunnisa 2025)

In addition, it is important to distribute questionnaires to students to find out their perceptions of an ideal honest canteen. The data from the questionnaire can be used to adjust the canteen's stock, prices and services to make it more desirable and convenient for students. This approach also helps foster students' awareness that honesty has a positive impact on sobriety and personal integrity.

Another effective effort is to involve students directly in the management of the canteen capital, for example by inviting them to invest through the student organization (OSIS). This way, students feel responsible for the canteen's sustainability. If there is a loss due to dishonesty, students also feel the impact so that it encourages them to be more responsible and maintain honesty in transactions. In addition, optimizing the role of teachers in supervising and coaching students who violate is also very important to maintain the discipline and integrity of the honest canteen program.

4. Recommendation

Based on the results of the analysis and discussion, here are some recommendations for the development of the Honest canteen financing system at SMA Negeri 2 Payakumbuh and other schools:

Diversify funding sources: Schools can consider alternative funding sources such as cooperation with school committees, alumni, or student entrepreneurship programs whose profits can be allocated to the honesty canteen.

Recommendation

Based on the results of the analysis and discussion, here are some recommendations for the development of the Honest canteen financing system at SMA Negeri 2 Payakumbuh and other schools:

- A. Diversify funding sources: Schools can consider alternative funding sources such as cooperation with school committees, alumni, or student entrepreneurship programs whose profits can be allocated to the honesty canteen.
- B. Improved Financial Management System: Implement a more structured and

transparent financial recording system, even if simple, to facilitate monitoring and evaluation of the canteen's financial performance.

- C. Strengthening Socialization and Education: Enhance socialization and education programs on the values of honesty and the importance of student contributions to the sustainability of the honesty canteen. This can be integrated in learning activities or extracurricular programs.
- D. School Policy Support: Schools can issue formal policies that support the existence and financing of honesty canteens as part of character education programs.
- E. Active Involvement of the Whole School Community: Encourage active participation from students, teachers, staff and parents in supporting the operation and development of the honesty canteen.

CONCLUSIONS AND SUGGESTIONS

Based on the research carried out, the following conclusion can be drawn: The head of the madrasah is responsible for coordinating the allocation of education money to ensure that the position granted by the government is used properly. In addition, the education funding strategy gives priority to the vital resources needed by the madrasah to improve the standard of education. In addition, financial supervision of education is carried out both externally and internally. The obstacle faced is the inconsistency between the funds issued by the government and the actual cost of the project. Besides, there is a shortage of regular payments from the madrasa committee of *paguyuban* of the parents of students.

Financing is a crucial aspect in the sustainability of honesty canteen operations in schools.(Nawawi 2017) The case study at SMA Negeri 2 Payakumbuh shows that the current financing model still relies on student and teacher participation, with several challenges related to participation levels, financial management, and resource support. To increase the effectiveness and sustainability of the honesty canteen as a means of character education, efforts are needed to diversify funding sources, improve financial management systems, strengthen socialization, support school policies, and active involvement of the entire school community. Further research with a wider scale and comparisons between schools can provide a more comprehensive understanding of the most effective honesty canteen financing model.

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