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# Development of Honesty Canteen in Forming Responsible and Honest Attitudes of UNP Kediri Students

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**Abstract**

*This study aims to describe the role and development model of the honesty canteen in fostering responsibility and honesty among students at Universitas Nusantara PGRI Kediri. This research employed a qualitative approach with a descriptive design. Data were collected through semi-structured interviews, direct observation, and documentation. The research participants consisted of one canteen manager as the main informant and five student users as supporting informants. The findings indicate that honesty can function as an effective character education medium through self-service transactions without direct supervision. These activities encourage students to internalize the values of honesty, responsibility, discipline, and integrity in their daily lives. However, the management of the canteen still faces challenges, including discrepancies between the number of items sold and the amount of revenue received, as well as manual recording systems. Development efforts have been carried out through the expansion of facilities, diversification of products, and the implementation of QRIS-based digital payment systems. These improvements not only enhance service quality but also support the sustainability of the canteen's role as a character-building medium. Therefore, the honesty can serve as an alternative strategy for contextual and relevant character education in promoting a culture of integrity within higher education institutions.*

***Keywords: canteen honesty, character education, honesty, responsibility, student integrity***

## INTRODUCTION

EducationHigher education not only serves as a means of developing knowledge and skills,



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but also plays a role in shaping students' character. Honesty and responsibility are crucial traits to develop. These two values are the primary foundation for creating human resources with integrity and the ability to contribute positively to society and the workplace. However, cases of academic dishonesty, such as plagiarism, data manipulation, and cheating on exams, are still frequently encountered in higher education. This situation demonstrates that strengthening character education remains an urgent need for ongoing implementation (Devina & Syahputra, 2025).

One form of character education implementation that can be applied on campus is through the development of an honesty canteen. An honesty canteen is a service system based on trust, where users pick up items, make payments, and collect change independently without direct supervision. This system is designed to train individuals to be honest, responsible, and disciplined in every transaction (Idris & Munif, 2025).

The honesty canteen serves not only as a place to provide food and drinks but also as an effective character building tool. Through the habit of conducting transactions independently, students are given the opportunity to practice moral values in their daily lives. This habituation is believed to increase individual awareness of the importance of honesty and responsibility for their actions. Research shows that the honesty canteen program can have a positive influence on the development of honesty, responsibility, and an entrepreneurial spirit in students (Indrakurniawan, Wardana, & Wulandari, 2023).

Furthermore, honesty canteens also align with efforts to prevent corrupt behavior from an early age. By cultivating honesty in simple transactions, students learn to respect the rights of others and understand the importance of integrity in social life. Anti-corruption education integrated through real-life activities like honesty canteens is considered more effective than purely theoretical presentations because students gain direct experience in applying these values (Astuti, Anderson, & Candra, 2025).

Nusantara PGRI University (UNP) Kediri, as a university committed to student character development, has a significant opportunity to develop an honesty cafeteria program as part of its academic culture. The development of an honesty cafeteria is expected to not only raise students' awareness of honesty and responsibility but also serve as a learning tool that supports the development of a culture of integrity on campus.

One form of character education implementation in higher education is through the honesty canteen. The honesty canteen is a service system based on trust, where users pick up items, make payments, and collect change independently without direct supervision. Through this mechanism, students are given the opportunity to internalize the values of honesty, responsibility,


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discipline, and integrity in real-life situations. Thus, the honesty canteen serves not only as a facility providing food needs but also as a medium for contextual and sustainable character education.

Based on this background, this study aims to: (1) describe the role of the honesty canteen in forming attitudes of responsibility and honesty among UNP Kediri students; (2) identify obstacles in managing the honesty canteen; and (3) analyze the development model of the honesty canteen as a medium for character education.

**RESEARCH METHODS**

This study used a qualitative approach with a descriptive approach. The qualitative approach was chosen because the study aimed to understand and describe in depth the role of the honesty canteen in shaping students' attitudes of responsibility and honesty and to identify strategies for its development within the Nusantara PGRI University (UNP) Kediri.

The research was conducted at the Honesty Canteen, located on the UNP Kediri campus. The location was chosen because the canteen is one of the programs supporting the implementation of character education for students. The study used three data collection techniques:

1. Interview
   Semi-structured interviews were conducted with the lecturer managing the honesty canteen and student users. The interviews aimed to obtain information about the honesty canteen's implementation, its role in fostering students' sense of responsibility and honesty, the challenges faced, and potential development efforts.
2. Observation
   Direct observations were made of transaction activities taking place in the honesty canteen. Researchers observed student behavior when picking up items, making payments, and using the canteen facilities to gain a clear picture of the implementation of the values of honesty and responsibility.
3. Documentation
   Documentation was carried out by collecting various documents related to the research, such as photos of the honesty canteen, canteen regulations, canteen management records, and other supporting documents relevant to the research focus.

The research informants consisted of one lecturer who manages the honesty canteen as the primary informant (DPK) and five students who use the honesty canteen as supporting


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informants (M1-M5). The use of informant codes was carried out to maintain research ethics and the confidentiality of informant identities.

| No. | Informant Code | Informant Status | Information |
|---|---|---|---|
| 1. | DPK | Lecturer Managing the Canteen | Key Informant |
| 2. | M1 | Students Using the Canteen | Supporting Informant |
| 3. | M2 | Students Using the Canteen | Supporting Informant |
| 4. | M3 | Students Using the Canteen | Supporting Informant |
| 5. | M4 | Students Using the Canteen | Supporting Informant |
| 6. | M5 | Students Using the Canteen | Supporting Informant |

The data in this study were analyzed using an interactive model developed by Matthew B. Miles and A. Michael Huberman, which consists of three main processes: data reduction, data display, and conclusion drawing. During the data reduction stage, relevant information was selected, organized, and simplified according to the research objectives. Next, the data were presented in a descriptive narrative format to support meaningful interpretation. The final process involved drawing conclusions by identifying patterns, themes, and key findings that emerged throughout the study.

## RESULTS AND DISCUSSION

### Overview of the Honesty Canteen at UNP Kediri

The Honesty Canteen at Nusantara PGRI University in Kediri is a program designed to support the strengthening of student character education. Unlike most canteens, this canteen operates independently without direct supervision from the staff. Students purchase items and then pay independently according to the listed price.

Based on the results of interviews with lecturers managing the canteen (DPK), the honesty canteen of UNP Kediri was established on September 7, 2023, located on the 3rd floor of Building J. The Honesty Canteen on the 3rd floor of Universitas Nusantara PGRI Kediri was established as a solution to limited student access to the central canteen which is located quite far from the lecture halls on the upper floors. Its existence is a supporting facility that makes it easier for students to meet their consumption needs without having to leave the lecture area for a long time. This canteen is also a strategic alternative for students who attend lectures at night, when the need


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for food and drinks is still necessary to support the learning process. More than just a facility to provide consumption needs, this canteen carries the concept of honesty through a self-payment system without direct supervision. This concept makes the Honesty Canteen a character education medium that plays a role in fostering honesty, responsibility, and moral awareness in students' daily lives. Thus, the existence of the Honesty Canteen not only has an economic function, but also an educational function in supporting the formation of student character.



**Figure 1. UNP Kediri 2023 Honesty Canteen**
Source: Researcher Documentation, June 18, 2026

**Obstacles in Managing the Honesty Canteen**

Based on an interview with the canteen manager (DPK) on June 8, 2026, the honesty canteen faces several challenges. One of the main obstacles is the discrepancy between the number of items sold and the income received. The canteen manager (DPK) stated that: "The discrepancy between the number of items sold and the income in the box is a frequent occurrence, sometimes in large amounts."

These findings demonstrate that character development cannot be achieved instantly. Honesty is a value that must be developed through a continuous process of habituation. Differences in student background, previous educational experience, and level of moral awareness are factors that influence individual behavior in utilizing the honesty canteen facility.

Furthermore, the manual management system makes the recording and evaluation process less effective. As a result, managers have difficulty monitoring daily transactions. To support oversight and improve transaction accountability, managers have installed CCTV cameras in the honesty canteen area. The CCTV is not intended to diminish the trust inherent in the honesty


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canteen system, but rather serves as an evaluation and monitoring tool to minimize potential discrepancies between the number of items sold and the revenue received.




**Figure 2. CCTV of the UNP Kediri Honesty Canteen**
Source: Researcher Documentation, June 18, 2026

**Development of Honesty Canteen in Forming Students' Attitudes of Responsibility and Honesty**

The implementation of the honesty canteen also serves as a contextual learning medium that allows students to internalize character values through direct practice. This ongoing habituation process can shape honest behavior and a sense of responsibility as part of an individual's character. From a character education perspective, real-world experiences like this are considered more effective than theoretical presentations in the classroom, as students not only gain a cognitive understanding of the importance of honesty but also apply these values in concrete actions.

The honesty cafeteria provides students with real-life experiences in making moral decisions. Students learn to be responsible for paying for products consumed without direct supervision. This habituation is a more effective form of character education than simply delivering theory in the classroom. Furthermore, the honesty cafeteria can be instrumental in fostering ethical awareness, enhancing self-discipline, and strengthening students' internal control in dealing with various situations involving moral choices. Thus, the honesty cafeteria serves not only as a food and beverage sales facility but also as an educational platform that


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supports character development, particularly in instilling the values of honesty, responsibility, and integrity as moral competencies essential for both academic and social life.

Based on the results of an interview with the Canteen Management Lecturer (DPK) on June 8, 2026, the honesty canteen is seen as a learning tool that aims to instill the values of honesty and responsibility in students. Through a transaction mechanism that is carried out independently without direct supervision, students are given the opportunity to practice honest behavior in real situations. The Canteen Management Lecturer (DPK) stated that: "The honesty canteen at UNP Kediri is a character learning medium that trains students to be honest and responsible. Through this canteen, students are accustomed to making payments according to the items taken without having to be directly supervised. Thus, the value of honesty is not only understood theoretically, but also applied in everyday life."

Based on the results of interviews with Student Canteen Users (M1, M2) on June 10, 2026, it was found that the honesty canteen provided students with direct experience in implementing the values of honesty and responsibility. Students viewed the unsupervised self-payment mechanism as a form of habituation to honest behavior that could strengthen positive character. Student Canteen User (M1) said: “The existence of the honesty canteen made me learn to be disciplined and honest in making payments. Even though no one is supervising, I still have to pay according to the items I take because it is my responsibility as a student.”. Another Student Canteen User (M2) stated that: “In my opinion, the honesty canteen is not only a place to buy food or drinks, but also a means to practice honesty. When taking items and paying for them myself without supervision, I feel required to be responsible for my actions. This makes me accustomed to being honest, both on campus and in everyday life.” The results of the interview showed that students not only understand the concept of honesty cognitively, but also begin to internalize these values into their daily behavior. This finding aligns with research by Idris and Munif (2025), which found that honesty canteens can foster honesty and responsibility through independent transaction mechanisms without direct supervision. Research by Astuti, Anderson, and Candra (2025) also demonstrated that honesty canteens can be an effective anti-corruption education tool because they provide students with real-world experiences in applying integrity values.

The findings of this study align with Lickona's (2013) theory of character education, which states that effective character formation is achieved not only through imparting moral knowledge but also through cultivating moral behavior in daily life. Furthermore, the results of this study support Bandura's social learning theory, which asserts that a learning environment that provides


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direct experience can shape individual behavior more effectively. These findings also align with research by Idris and Munif (2025), which shows that honesty canteens can increase attitudes of responsibility and honesty through independent transaction mechanisms.

This statement demonstrates that the honesty canteen serves not only as a facility for providing food but also as a character education tool, providing students with real-world experiences in implementing moral values. Through continuous practice, students are expected to internalize honesty and responsibility as integral character traits inherent in both academic and social life.




**Figure 3. Poster about UNP's honesty canteen**
Source: Researcher Documentation, June 8, 2026

**Honesty Canteen Development Model**

The development of the Honesty Canteen is an effort to improve service quality while maintaining the canteen's continued function as a means of character building for students. This development focuses not only on the physical aspects but also includes improving facilities, product variety, and adapting the service system to meet needs and technological developments. Through various innovations, the Honesty Canteen is expected to provide comfort for users while maintaining the values of honesty and responsibility that are its primary objectives.

Based on interviews with the Honesty Canteen Management Lecturer (DPK), it was discovered that the Honesty Canteen has experienced significant growth over the past three years. This growth is evident in various aspects, including facilities and infrastructure, the variety of products available, and the payment system used. Initially, the canteen only had a relatively


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limited space and a limited selection of food and beverages.However, as student interest and participation increases, the canteen continues to undergo development to improve comfort and convenience for users.

The Canteen Management Lecturer (DPK) explained that the canteen area was expanded to accommodate the growing number of visitors. Furthermore, the variety of food and drinks sold has also increased, allowing for greater customer satisfaction.meet student needs and tastes. Furthermore, the payment system, which was initially cash-only, has now been developed to include a digital payment method through QRIS. This innovation was implemented to adapt to technological developments and provide convenience for students in conducting transactions. The Canteen Management Lecturer (DPK) stated: “Over the past three years or so, the honesty canteen has experienced quite good development. Initially, the place was smaller and the food and beverage options were still limited. Now the canteen area has been expanded to make it more comfortable for students to use. The types of food and beverages available have also increased. In addition, the payment system, which previously only used cash, can now be done via QRIS. This development was made to ensure the canteen remains relevant to student needs and supports the sustainability of the honesty canteen program.”

Interviews with student canteen users also revealed a positive perception of the developments. They noted that the changes have made things easier and increased their interest in shopping at the honesty canteen. Student (M3) stated: “I think the honesty canteen is much better now than before. The space is larger and the food choices are more varied, giving students more options when purchasing food or drinks.” Student (M4) stated: “The most significant improvement I’ve noticed is the QRIS payment method. Since I rarely carry cash, this feature is very helpful and makes me make more transactions at the honesty canteen.”

In addition, Student (M5) stated:*"The honesty cafeteria now looks more organized and comfortable. The products sold are also more diverse than before. This makes students more interested in shopping there."*Meanwhile, a fourth student stated, "I think the development of the honesty canteen demonstrates that this program is being consistently monitored and well-managed. The expanded space and digital payment system have made the canteen more modern without losing its primary purpose as a learning tool for honesty."

Based on the interview results, it can be concluded that the Honesty Canteen's development model involves improving physical facilities, adding product variety, and innovating the payment system. This development not only aims to improve the quality of service to students but also supports the canteen's continued function as a character education platform, particularly


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in instilling the values of honesty and responsibility. These findings indicate that the honesty canteen's management is adaptive to user needs and technological developments, ensuring its continued relevance and student interest.

The development of honesty canteens through improved facilities, increased product variety, and the implementation of digital payment systems demonstrates that character education programs need to adapt to user needs and technological developments. This finding aligns with research by Aryani, Tarsidi, and Daryanto (2025), which states that innovation in honesty canteen management can increase program effectiveness while supporting the strengthening of student literacy and character. Furthermore, the use of QRIS as a payment method demonstrates that strengthening honesty values can be integrated with digital technology without compromising the essence of character education, the program's primary objective.



**Figure 4. UNP Kediri 2026 Honesty Canteen**
Source: Researcher Documentation, June 18, 2026




**Figure 5. Honesty canteen rules and regulations**
Source: Researcher Documentation, June 8, 2026


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## CONCLUSION

The honesty canteen at Nusantara PGRI University Kediri plays a crucial role as a character education platform, instilling the values of honesty and responsibility through real-life experiences. The self-service transaction system, without direct supervision, provides students with the opportunity to cultivate honesty, discipline, and responsibility for their actions.

Although its implementation still faces various obstacles, such as a discrepancy between the number of goods sold and the income received and a management system that is still manual, the existence of the honesty canteen still shows a positive contribution in building a culture of integrity in the campus environment.

The honesty canteen's development model involves improving physical facilities, adding product variety, and innovating a digital payment system using QRIS. These developments demonstrate that the honesty canteen can adapt to student needs and technological advancements without losing its primary function as a character-building platform.Therefore, the honesty canteen can be used as an effective, contextual, and sustainable character education strategy in higher education.

This research is expected to provide valuable insights for higher education institutions in designing habit-oriented character education programs through the implementation of honesty canteens as a means to foster a culture of integrity in the academic environment. However, this study has several limitations, including the relatively small number of participants and its focus on a single research site, which limit the generalizability of the findings more broadly. Therefore, future research is recommended to involve a larger and more diverse group of informants and conduct comparative investigations of honesty canteen practices across universities.

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