

# Education and Socialization of Understanding the Importance of Halal Food and Drinks for Elementary School Students

(Pendidikan dan Sosialisasi Pemahaman Pentingnya Makanan dan Minuman Halal bagi Siswa Sekolah Dasar)

Ageng Rayhan Al-Amin<sup>1)</sup>, Ayu Niatasya Nasution<sup>2)</sup>, Luthfiya Faddila<sup>3)</sup>,  
Nanda Nofaldi Putra<sup>4)</sup>, Riswanto<sup>5)</sup>, Marlya Fatira AK<sup>6)</sup>, Abdul Rahman<sup>7)</sup>

<sup>1,2,3,4,5,6,7</sup>Jurusan Akuntansi, Politeknik Negeri Medan, Indonesia

Email: [agengrayhanal@students.polmed.ac.id](mailto:agengrayhanal@students.polmed.ac.id)

## ABSTRACT

**Purpose:** This study aims to improve elementary school students' literacy regarding the consumption of halal food and drinks in the school environment and to establish it as a habit.

**Design/methodology/approach:** This activity was conducted at SDT Al-Bukhari Muslim, located at Jl. Sriwijaya No. 57, Petisah Hulu Village, Medan Baru District, Medan City, North Sumatra. Data collection techniques included interviews with SDT Al-Bukhari Muslim representatives. The proposed solution is knowledge transfer to students through Educational Seminars and Socialization on the Importance of Halal Food and Drinks for Elementary School Students.

**Findings:** The results indicate that the lack of students' understanding of the importance of consuming halal food and drinks was successfully addressed. Students' comprehension increased by 87% after educational and socialization activities on the importance of consuming halal food and drinks.

**Research implications:** An educational program on halal food and drink consumption for SDT Al-Bukhari Muslim students can be implemented through a sustainable education and socialization program to enhance students' understanding of the importance of halal food and drinks.

**Keywords:** Education; Halal Food and Drinks; Halal Logo; Elementary School

## ABSTRAK

**Tujuan Penelitian:** Penelitian ini bertujuan untuk meningkatkan literasi siswa sekolah dasar mengenai cara mengonsumsi makanan dan minuman halal di lingkungan sekolah serta menjadikannya sebagai kebiasaan.

**Desain/Methodologi/Pendekatan Penelitian:** Kegiatan ini dilaksanakan di SDT Al-Bukhari Muslim, Jl. Sriwijaya No. 57, Kelurahan Petisah Hulu, Kecamatan Medan Baru, Kota Medan, Sumatera Utara. Teknik pengumpulan data melalui wawancara dengan pihak SDT Al-Bukhari Muslim. Solusi yang ditawarkan adalah transfer pengetahuan kepada siswa melalui Seminar Edukasi dan Sosialisasi tentang Pentingnya Makanan dan Minuman Halal bagi Siswa Sekolah Dasar.

**Hasil Penelitian:** Hasil yang diperoleh menunjukkan bahwa kurangnya pemahaman siswa tentang pentingnya mengonsumsi makanan dan minuman halal berhasil diatasi. Pemahaman siswa meningkat hingga 87% setelah dilakukan edukasi dan sosialisasi mengenai pentingnya konsumsi makanan dan minuman halal.

**Implikasi Hasil Penelitian:** Program edukasi tentang konsumsi makanan dan minuman halal bagi siswa SDT Al-Bukhari Muslim dapat dilakukan dengan mengadakan program edukasi dan sosialisasi yang berkelanjutan guna meningkatkan pemahaman siswa mengenai pentingnya makanan dan minuman halal.

**Kata Kunci:** Pendidikan; Makanan dan Minuman Halal; Logo Halal; Sekolah Dasar

E-Journal Al-Dzahab  
Vol. 06, No. 01  
Maret 2025  
Hal. 35-44

p-ISSN: 2808-7631  
e-ISSN: 2808-758

## INTRODUCTION

Halal comes from the Arabic term meaning permitted or allowed. In a broader context, halal refers to anything permitted under Islamic Shariah law (Mohd et al., 2022). This covers various aspects of life, including food and drinks. A product or practice is considered halal if it does not violate religious principles and Shariah law, ensuring that it is not considered sinful for those who engage in it. Halal food and drinks play an essential role in the daily lives of Muslims, including students, especially those at the primary school level. Food provides the energy needed to perform various daily activities. Primary school students need to develop an understanding of consuming halal products by recognizing the ingredients in their food, identifying the halal logo, and knowing the content of their food (Sari et al., 2024). Understanding halal food and drinks is an aspect that cannot be overlooked, particularly for elementary school students in the formative stages of character and habit development. At SDT Al-Bukhari Muslim, located on Jl. Sriwijaya No. 57 in Medan, survey results indicate a low level of halal literacy among students. This condition is attributed to a need for more education regarding the halal logo and insufficient promotion of halal principles in daily consumption. This situation underscores the need for active roles from both schools and parents in raising students' awareness of the importance of choosing foods by Islamic teachings, safeguarding their health, and supporting their optimal development. Food availability should focus on its content and quantity and meet high-quality standards, including safety, nutrition, and quality (Mohd et al., 2022). According to religious teachings, food should be safe, nutritious, halal, and acceptable to primary school students. Halal principles in food provision ensure that food production, processing, and serving practices follow Islamic Shariah law. Ensuring the availability of sufficient, safe, nutritious, high-quality, affordable, and halal food is an important shared responsibility for nurturing healthy and excellent students.

A common phenomenon observed in elementary school environments, particularly among Muslim students, is the lack of attention to the halal status of food and drinks purchased as daily snacks. Children tend only to buy what they like if they consider whether the products have halal certification and display a logo. The halal logo is a crucial symbol for Muslims worldwide, conveying Sharia principles related to food and other products (Zaini & Yoyo, 2021). For elementary school students, recognizing the halal logo can help them understand the importance of selecting excellent and healthy food in line with religious values. The halal logo also teaches students to make appropriate and conscientious choices when selecting food and drinks. Lack of awareness in this regard can lead to consumption habits that are inconsistent with religious principles, especially among children attending Islamic elementary schools. Numerous studies indicate that elementary school students, including those in Islamic schools, often need to understand the importance of choosing snacks with the halal logo. Students frequently need to recognize that the halal logo is a vital marker to ensure that the food and s they consume complies with Islamic Sharia (Zalsabella P et al., 2023). This lack of literacy regarding halal products can result in children unknowingly consuming items with unclear halal status. Given this situation, it is essential to educate elementary school students about the importance of understanding the concept of halal in food and drinks. This education should be conducted by parents at home and teachers at school through methods that are easily comprehensible to children. With better knowledge, students can become more selective in choosing snacks, ensuring their consumption is delicious, safe, and aligned with religious principles.

The lack of understanding about halal food and drinks is also evident among students at SDT Al-Bukhari Muslim, at Jalan Sriwijaya No. 57, Medan. Established as an MDA (Madrasah et al.) in 2000, the school has progressively grown by adding other levels of education, including elementary, junior high, and high school. Currently, the primary level employs 12

teachers, 6 class teachers, and six subject teachers. This year, the primary school has a total of 84 students spread across grades 1 to 6 (Wahyuni, 2024).

Based on the results of interactions with sixth-grade students at SDT Al-Bukhari on Saturday, September 21, 2024, it was found that out of 21 students, only three could recognize and understand the halal logo on food and drinks. This fact highlights the shallow level of students' understanding of the importance of halal food and drinks. This underscores the urgent need for further education and awareness programs to improve students' knowledge of halal and the importance of choosing products that comply with Islamic teachings. Based on an interview conducted with Mrs. Sri Wahyuni, Principal of SDT Al-Bukhari Muslim, on Tuesday, September 17, 2024, it was revealed that one of the reasons for the low literacy of students regarding halal food and drinks is the lack of education provided by the school. This topic is mainly covered in subjects such as Islamic Studies, which results in students' limited familiarity with halal logos on food and drinks (Wahyuni, 2024).

Mrs. Sri Wahyuni explained that since the establishment of the school, the canteen management has not imposed strict regulations on the vendors. However, the school consistently reminds the vendors to sell only healthy food, such as food free from harmful ingredients such as formalin. Every year, the Food and Drug Administration (BPOM) visits the school to inspect the food and drinks available inside and outside the building to ensure their safety. This is necessary because schools cannot conduct detailed food testing, and BPOM relies on them to perform this assessment (Wahyuni, 2024). The canteen vendors know the school's policy on acceptable food and drinks. To ensure students understand these guidelines, teachers directly inform them about which foods are healthy and which are not. Students can purchase food and drinks during breaks, inside and outside the school, but this is prohibited during class. Although vendors inside and outside the school are not required to seek approval for the type of food they sell, the school continuously monitors their offerings. If unhealthy food is found, the school will warn the seller (Wahyuni, 2024).

As an Islamic-based institution, the canteen vendors understand the need to sell food and drinks with the halal logo, and to date, there have been no reports of non-halal food being sold. Teachers also closely monitor student consumption, especially regarding the purchase of colored drinks, which pose a potential risk of kidney failure. Teachers often remind students to avoid drinks containing artificial sweeteners and encourage them to drink water instead. (Wahyuni, 2024).

Mrs. Sri Wahyuni also noted that school canteens need to implement the principles of halal food provision optimally. Although the school canteen offers seemingly safe food, many products do not have clear halal certification (Wahyuni, 2024). This is an additional challenge for students to understand and be careful about the food they consume because there is no special effort from the canteen to ensure that all products sold have halal labels. This should be a significant concern for Islamic-based schools.

Given the importance of understanding halal food and drinks for elementary school students, as well as collaboration between schools and parents who are committed to health and adherence to Islamic principles in food consumption, it is imperative to provide an education and awareness program on halal food and drinks at SDT Al-Bukhari Muslim. This initiative aims to build students' awareness and knowledge of the importance of consuming products that comply with halal and tayyib principles.

## **LITERATUR REVIEW**

### **Halal Food and Drinks**

Halal food and drinks are essential in the daily lives of Muslims, including elementary school students. Food is needed to provide energy to carry out various activities in daily life. Elementary school students need an understanding of the consumption of halal products and

food by knowing every food eaten, the halal logo, and the content contained in the food (Sari et al., 2024). Food availability is not only in content and quantity but must also meet high-quality standards, including safety, nutrition, and quality (Mohd et al., 2022). The food must be safe, nutritious, and halal so that it is by religious teachings and acceptable to elementary school students. The application of halal principles in the provision of food ensures that the production, processing, and serving processes are carried out by Islamic sharia. Thus, the availability of adequate, safe, nutritious, quality, affordable, and halal food is a shared responsibility that must be fulfilled to create healthy and superior students.

A phenomenon that often occurs in the elementary school environment, especially among Muslim students, is the lack of attention to the halal status of food and drinks purchased as daily snacks. Children tend only to buy what they like if they consider whether the product has a halal certificate and logo.

### **Halal Logo**

The halal logo is an essential icon for Muslims worldwide, conveying Sharia principles relating to food and other products (Zaini & Yoyo, 2021). For primary school students, recognizing the halal logo can help them understand the importance of choosing good and healthy food based on religious values. Halal logos also teach students about the responsibility to make the right and good choices when selecting food and drinks for consumption. This ignorance can lead to consumption habits that are not by religious principles, especially for children who attend Islamic primary schools. Many studies show that children in primary schools, including in Islamic schools, still need a better understanding of the importance of choosing snacks that have a halal logo. Students must realize that the halal logo is an important marker to ensure that the food and Drinks consumed are according to Islamic law. This lack of literacy regarding halal products can lead to children inadvertently consuming products whose halal status needs to be clarified (Zalsabella P et al., 2023).

### **Elementary School**

Primary school education (SD) is the basic level for students in pursuing education. Education in primary schools contributes to building students' knowledge base, which can be used in further education. Therefore, implementing learning in primary schools must run optimally (Aka, 2016).

## **RESEARCH METHODS**

### **Data Collection Technique**

Data was collected through interviews with the Principal of SDT Al-Bukhari Muslim, who provided information regarding:

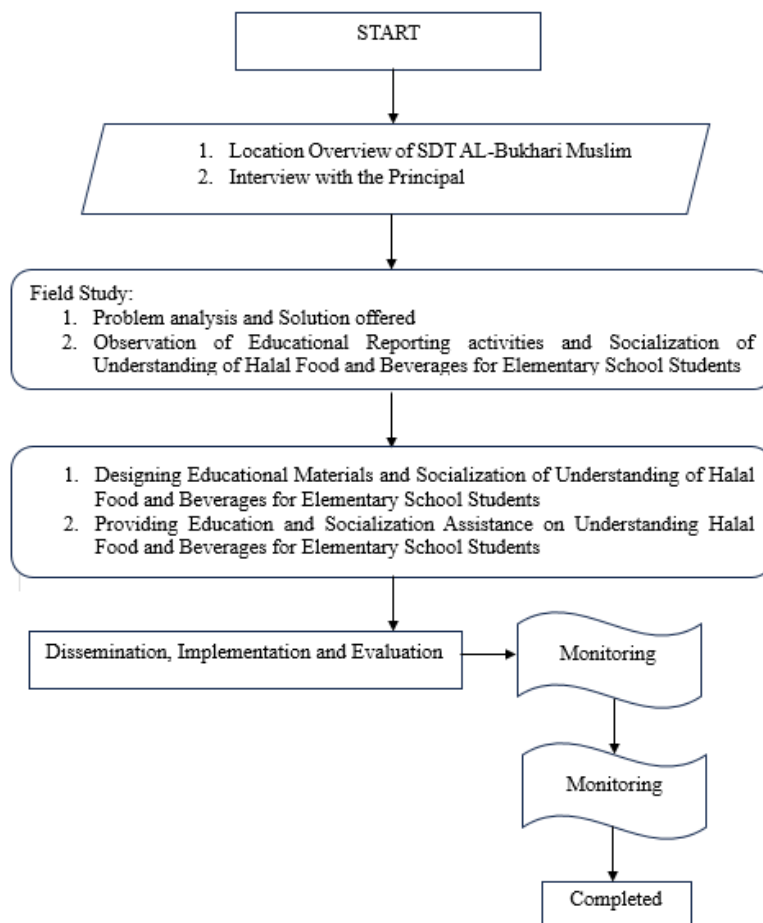
1. Lack of student understanding about the consumption of halal food and drinks.
2. There is no educational program for students at SDT Al-Bukhari Muslim regarding halal food consumption.

### **Data Analysis Technique**

1. Descriptive analysis.
2. Provide education and understanding of the importance of consuming halal food.

The following diagram illustrates the work procedure flow chart to support the implementation of the proposed method:

**Figure 1.** Flowchart of work procedure



## RESULT AND DISCUSSION

The results of the education and socialization activities carried out at SDT Al-Bukhari Muslim, which is located at Jalan Sriwijaya No. 57, Medan, include:

1. Education, Socialization, and Assistance to Increase Students' Understanding of the Importance of Consuming Halal Food and Drinks.

The PKM team conducted this education, socialization, and mentoring to 6th-grade students of SDT Al-Bukhari Muslim. The PKM team collaborated to deliver material about the importance of consuming halal food and drinks. The material is divided as follows:

- a. Luthfiya Faddila and Ayu Niatasya Nasution delivered the material, starting with the introduction of the halal logo and its shape, inviting students to recognize halal and healthy food ingredients, explaining the benefits of consuming halal food and drinks, discussing the consequences of consuming non-halal food and drinks, and providing guidance on how to choose halal food and drinks, with a particular emphasis on ensuring food products have a halal logo.
- b. Ageng Rayhan Al-Amin and Nanda Nofaldi Putra presented Islamic law's provisions regarding halal food and drink consumption as outlined in the Quran. They taught how to recognize and select halal food and drinks, gave examples of excellent but non-halal food and drinks, identified non-halal food and drinks, and demonstrated what constitutes excellent and halal food and drinks. They also provide guidance on practicing how to select halal food and drinks, focusing on ensuring that the products have the halal logo.

Before implementing community service activities, the PKM team assessed the participants, in this case, the 6th-grade students of SDT Al-Bukhari Muslim, totaling 21 people aged 9 to 12. Based on this initial assessment, it is known that only nine students (43%) understand the meaning of halal, while 12 students (57%) need more fundamental understanding. Only five students (24%) recognized halal and tayyib food and drinks, and only three (14%) recognized the halal logo. The majority of students, 18 students (86%), did not recognize the halal logo. In addition, only three students (14%) understand the importance of halal food and drinks. Awareness of the importance of choosing halal food is also low, with only three students (14%) recognizing its importance. Although 12 students (57%) believe halal food is good for health, nine students (43%) still doubt it. In addition, all 21 students (100%) often buy food without considering the halal logo, which indicates a low level of awareness in choosing halal food, and only three students (14%) are accustomed to asking others about the halal status of food when in doubt. Only three students (14%) shared information about halal food with their peers, while 18 (86%) never did. This finding was obtained based on a question and answer session conducted by the PKM team with 6th-grade students of SDT Al-Bukhari Muslim during the service activity.

**Table 1.** Student Q&A Results Before Education.

Tabel Sebelum Edukasi					
No.	Uraian Pertanyaan	Jumlah Tau	Jumlah Tidak Tau	Persentase Tau	Persentase Tidak Tau
1	Mengetahui Apa Itu Halal	9	12	43%	57%
2	Mengenal Makanan Halal dan Thoyyib	5	16	24%	76%
3	Mengenal Logo Halal	3	18	14%	86%
4	Pernah diajarkan Tentang Logo Halal	3	18	14%	86%
5	Selalu pilih makanan berlogo halal	3	18	14%	86%
6	Penting Memilih Makanan Halal	7	14	33%	67%
7	Mengetahui Contoh Makanan Halal dan Thoyyib	3	18	14%	86%
8	bertanya kepada orang lain jika tidak yakin makanan itu halal dan thoyyib	3	18	14%	86%
9	Sering beli makanan tanpa logo halal	21	0	100%	0%
10	Percaya makanan halal baik untuk kesehatan	12	9	57%	43%
11	Pernah berbagi info tentang halal dengan teman	3	18	14%	86%
Total Rata-Rata				31%	69%

Source: Data Processed, October 2024

Before the education program, on average, only 31% of students understood halal food and drinks, while the other 69% needed to gain such knowledge. This condition shows a low level of awareness among students about the importance of consuming halal food and drinks. Therefore, education and socialization programs are needed to increase SDT Al-Bukhari students' understanding of the importance of consuming halal food and drinks.

After the education and socialization program conducted for 6th-grade students of SDT Al-Bukhari Muslim, there was a significant increase in students' understanding of the importance of consuming halal food and drinks. This finding is based on the results of questionnaires filled out by students regarding the material given previously. A total of 21 students (100%) understood the meaning of halal and recognized the halal logo. As many as 86% of students understand the concept of halal and tayyib food and drinks, although 14% still need to understand fully. 81% of students stated they would consistently choose food with the halal logo, while 19% still needed to implement a consistent practice. Awareness of the importance of selecting halal food and drinks is relatively high, with 95% of students recognizing its importance. However, 52% of students admitted that they often buy food without considering the halal logo, indicating the need for further improvement in food selection practices. In addition, 90% of students believe halal food benefits health, and 95% expressed willingness to share information about halal practices with their peers.

**Table 2.** Students' Understanding After Education.

Tabel Sesudah Edukasi					
No.	Uraian Pertanyaan	Jumlah Tau	Jumlah Tidak Tau	Persentase Tau	Persentase Tidak Tau
1	Mengetahui Apa Itu Halal	21	0	100%	0%
2	Mengenal Makanan Halal dan Thoyyib	18	3	86%	14%
3	Mengenal Logo Halal	21	0	100%	0%
4	Pernah diajarkan Tentang Logo Halal	21	0	100%	0%
5	Selalu pilih makanan berlogo halal	17	4	81%	19%
6	Penting Memilih Makanan Halal	20	1	95%	5%
7	Mengetahui Contoh Makanan Halal dan Thoyyib	18	3	86%	14%
8	bertanya kepada orang lain jika tidak yakin makanan itu halal dan thoyyib	16	5	76%	24%
9	Sering beli makanan tanpa logo halal	10	11	48%	52%
10	Percaya makanan halal baik untuk kesehatan	19	2	90%	10%
11	Akn Berbagi Info Tentang Halal Dengan Teman	20	1	95%	5%
Total Rata-Rata				87%	13%

Source: Data Processed, October 2024

The findings show that education and socialization programs can significantly improve students' understanding of the importance of consuming halal food and drinks. On average, 87% of grade 6 students at SDT Al-Bukhari Muslim demonstrated an understanding of the concept of halal food, while 13% still needed further explanation. Although the program successfully improved students' knowledge, some aspects, such as consistency in choosing food with the halal logo and the habit of seeking clarification when in doubt, still need to be improved.

The following comparison highlights the changes observed by the PKM team regarding the understanding of the importance of consuming halal food and drinks among Muslim students of SDT Al-Bukhari before and after the education and socialization program.

**Table 3.** The percentage of students who understood before and after education.

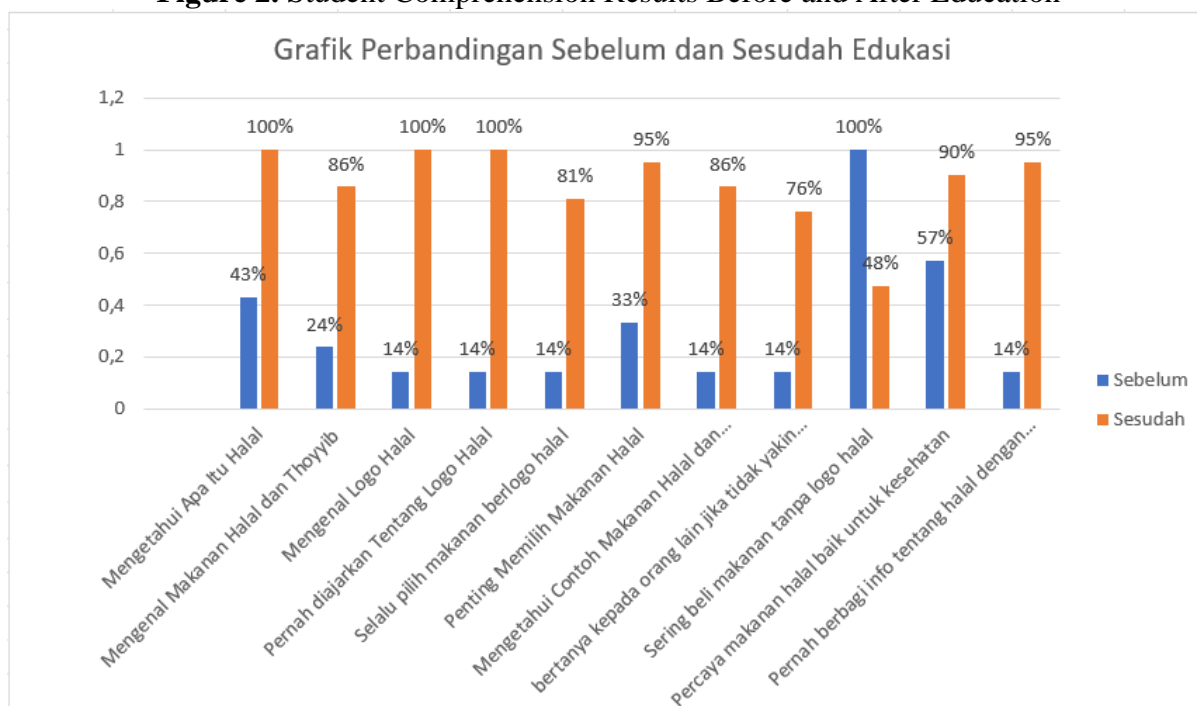
Tabel Persentase Sebelum Dan Sesudah Edukasi			
No.	Uraian Pertanyaan	Sebelum	Sesudah
1	Mengetahui Apa Itu Halal	43%	100%
2	Mengenal Makanan Halal dan Thoyyib	24%	86%
3	Mengenal Logo Halal	14%	100%
4	Pernah diajarkan Tentang Logo Halal	14%	100%
5	Selalu pilih makanan berlogo halal	14%	81%
6	Penting Memilih Makanan Halal	33%	95%
7	Mengetahui Contoh Makanan Halal dan Thoyyib	14%	86%
8	bertanya kepada orang lain jika tidak yakin makanan itu halal dan thoyyib	14%	76%
9	Sering beli makanan tanpa logo halal	100%	48%
10	Percaya makanan halal baik untuk kesehatan	57%	90%
11	Pernah berbagi info tentang halal dengan teman	14%	95%
Jumlah Rata-Rata		31%	87%

Source: Data Processed, October 2024

According to the data, there is a significant increase in students' understanding after the educational intervention. Before the program, only 43% of students knew the meaning of halal, but after education, all students (100%) understood the concept of halal. Understanding of halal food and drinks increased from 24% to 86%. Recognition of the halal logo significantly increased from 14% to 100%. In addition, the habit of choosing food with the halal logo rose from 14% to 81%, and awareness of the importance of halal food jumped from 33% to 95%. Knowledge of examples of halal food and drinks increased from 14% to 86%, and the habit of seeking clarification when unsure of the halal status of food increased from 14% to 76%. Despite these improvements, 48% of students still occasionally buy food without considering the halal logo, although this is a significant decrease from 100%. Belief in the health benefits

of halal food increased from 57% to 90%, and willingness to share halal-related information with peers rose from 14% to 95%. Overall, students' level of understanding about halal food and drinks increased from 31% to 87% after the education program.

**Figure 2.** Student Comprehension Results Before and After Education



Seeing the success of the education and socialization program in increasing understanding of the importance of consuming halal food and drinks among Muslim students of SDT Al-Bukhari, which increased from initially 31% to 87%, the PKM team recommends that schools collaborate to implement sustainable programs. This collaboration can involve educational institutions or external partners, such as holding educational and socialization programs every semester in cooperation with halal-certified food companies, the Indonesian Ulama Council (MUI), and the Halal Certification Institute. The initiative aims to continuously increase student awareness of the importance of consuming halal food and drinks.

Implementing the education and socialization program on the importance of halal food and drinks has shown promising results. Through this program, students can better understand the importance of halal food and drinks through religious teachings, thus fostering positive habits in daily food choices. This socialization effort trains students to pay attention to halal labels and identify safe and halal ingredients, encouraging a mindful approach to food and drinks consumption.

## CONCLUSION

Based on the Implementation of the Education and Socialization Program Regarding Understanding the Importance of Consuming Halal Food and Drinks for Students of SDT Al-Bukhari Muslim, conclusions can be drawn: The lack of understanding of students about the importance of consuming halal food and drinks was successfully overcome by training activities to increase knowledge to 87% after education and socialization regarding understanding the importance of consuming halal food and drinks. The absence of an educational program on consuming halal food and drinks for SDT Al-Bukhari Muslim students can be resolved by holding a continuous education and socialization program to help increase students' understanding of the importance of halal food and drinks.



**REFERENCES**

- Aka, K. A. (2016). Model Quantum Teaching Dengan Pendekatan Cooperative Learning Untuk Meningkatkan Kualitas Pembelajaran Pkn. *Pedagogia : Jurnal Pendidikan*, 5(1), 35–46. <https://doi.org/10.21070/Pedagogia.V5i1.87>
- Farina. (2021). *Edukasi Rantai Nilai Halal Pada Makanan Dan Minuman Kemasan Bagi Anak-Anak Di Panti Asuhan Bina Insani Kota Bengkulu*.
- Mohd Nor, N., & Hassan, Z. (2022). Kesedaran Pelajar Terhadap Pensijilan Halal, Kesedaran Halal, Komposisi Makanan Dan Minat Membeli Produk Halal Dalam Kalangan Pelajar Kolej Komuniti Hulu Langat, Kajang Selangor. *International Journal Of Humanities Technology And Civilization*, 7(2), 67–76. <https://doi.org/10.15282/Ijhtc.V7i2.7763>
- Noor, I. H. (2010). Penelitian Dan Pengabdian Masyarakat Pada Perguruan Tinggi. *Jurnal Pendidikan Dan Kebudayaan*, 16(3), 285–297. <https://doi.org/10.24832/Jpnk.V16i3.462>
- Sari, R. N., Umurohmi, U., & Susilo, H. (2024). Persepsi Pelajar Terhadap Makanan Dan Minuman Halal Di Propinsi Lampung. *International Journal Mathla'ul Anwar Of Halal Issues*, 4(2), 2.
- Wahyuni, S. (2024). *Wawancara Mitra Pengabdian*.
- Zaini, A. R., & Yoyo, Y. (2021). The Awareness Of Muslim Consumers Towards The Halal Logo In Malaysia Kesedaran Pengguna Muslim Terhadap Logo Halal Di Malaysia. *Akademika*, 91(April 2021), 27–37. <https://doi.org/10.17576/Akad-2021-91ik-03>
- Zalsabella P, D., Ulfatul C, E., & Kamal, M. (2023). Pentingnya Pendidikan Agama Islam Dalam Meningkatkan Nilai Karakter Dan Moral Anak Di Masa Pandemi. *Journal Of Islamic Education*, 9(1), 43–63. <https://doi.org/10.18860/Jie.V9i1.22808>

