

IMPROVING HALAL LITERACY THROUGH SOCIALIZATION OF SNACK SELECTION FOR STUDENTS OF MUHAMMADIYAH ELEMENTARY SCHOOL IN LANGSA CITY

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Abstract.

Primary school children are vulnerable to consuming snacks without considering halal status, safety, nutrition, and hygiene. This community service program aimed to improve halal literacy among 23 third-grade students at SD Muhammadiyah Kota Langsa through education on selecting halal snacks. Using the Asset-Based Community Development (ABCD) approach, activities included observation, educational socialization, interactive games, demonstrations of halal label identification, and pre-test and post-test evaluation. The results showed improved understanding of halal concepts, certification labels, and healthy and safe snack selection. Teacher, school, and parental involvement supported program sustainability. The findings demonstrate that the ABCD approach can strengthen school assets and foster responsible halal consumption behavior among children.

Keywords: *Halal Literacy; Halal Snacks; Elementary School Students; ABCD Approach; Community Service;*

I. INTRODUCTION

Indonesia is a country with the largest Muslim population in the world, so the halal aspect of products is an important part of people's lives, including in daily consumption

behavior ([Kadri et al., 2026](#)). The concept of halal is not only related to compliance with religious teachings, but also includes aspects of safety, cleanliness, quality, and benefits of consumed products ([Rahmawati & Cahyanto, 2026](#)). The Indonesian government has strengthened halal product assurance through Law Number 33 of 2014 concerning Halal Product Assurance which requires products in circulation to have halal certification ([Fikarudin et al., 2025](#))([B. Azizah, Nur, 2025](#)). However, the implementation of this policy requires support from various parties by increasing halal literacy in the community from an early age. Halal literacy is an individual's ability to obtain, understand, evaluate, and apply information related to the halal status of a product in the consumption decision-making process ([Romizul Fikri, Salman, 2025](#)). Increasing halal literacy is important because the level of public understanding of halal labels and product information is still varied, especially in the children's age group who tend to make purchases based on personal preferences without considering halal aspects and food safety ([Rokhmawati et al., 2025](#)).

Elementary school-aged children are a group vulnerable to environmental influences in determining consumption choices, particularly when choosing snacks around schools. The availability of a variety of foods and beverages with attractive packaging, diverse flavors, and affordable prices is often a major factor influencing students' purchasing decisions ([Erlin, 2025](#)). In general, students do not yet have sufficient skills to understand information on product packaging, such as ingredient composition, expiration dates, distribution permits, and official halal logos. This condition has the potential to cause children to consume products whose halal and safety are not guaranteed. Research shows that children's consumption behavior is influenced by their level of knowledge, family habits, school environment, and access to correct information about halal and healthy food ([Nasrullah, 2023](#)). Therefore, schools have a strategic role as educational institutions that function not only as a place to transfer knowledge but also as a means of character formation and responsible consumption habits.

Muhammadiyah Elementary School in Langsa City, as an Islamic-based educational institution, has significant potential in developing a culture of halal consumption within the school environment. Initial observations revealed that most students still choose snacks based on taste, price, and packaging appearance, ignoring the presence of halal labels on the products. Furthermore, some students are still unable to distinguish the official halal logo issued by the Halal Product Guarantee Agency (BPJPH) from other symbols found on food packaging. This situation indicates a gap between the Islamic values taught in schools and students' daily consumption practices. Various studies have shown that structured and ongoing halal education can increase awareness and encourage changes in consumption behavior ([Putri et al., 2025](#)) ([Ardiansyah & Wulandari, 2025](#)). Therefore, a community service program is needed that is able to integrate halal education with an approach that is appropriate to the characteristics of elementary school students.

Although various halal education programs have been implemented, most still focus on increasing the knowledge of the general public, business owners, or students regarding halal certification and Halal Product Assurance regulations. Meanwhile, halal literacy programs specifically targeting elementary school students with an educational approach tailored to children's developmental characteristics are still relatively limited, particularly in developing the ability to recognize the official halal logo, read information on food packaging, and cultivate responsible consumption decision-making habits. This service gap is the basis for implementing this community service program. Unlike previous halal literacy programs that emphasized the delivery of information, this activity integrates interactive education through counseling, demonstrations of identifying halal labels on real products, and hands-on practice in selecting safe halal snacks in the school environment. Therefore, the program aims to improve the halal knowledge and literacy of Muhammadiyah Elementary School students in Langsa City, develop students' abilities to identify the official halal logo and important information

on product packaging, and foster the habit of choosing halal, safe, and Islamic-consumption-compliant snacks from an early age.

II. METHOD

This community service activity was held on March 3, 2026, at Muhammadiyah Elementary School in Langsa City, involving 23 students. The program targets elementary school students in the concrete operational cognitive development phase, requiring interactive and contextual learning methods. The program aims to improve students' halal literacy by promoting the selection of safe, healthy, and halal-compliant snacks.

The method used in this activity is Asset-Based Community Development (ABCD) (Gilchrist et al., 2025). The ABCD approach focuses on identifying and utilizing assets or potential owned by the community to encourage positive change in a sustainable manner (Wandi et al., 2026)(Mardhiah et al., 2023). This approach was chosen because it places schools, teachers, students, and parents as the main subjects who have the resources and capacity to support the improvement of halal literacy. The stages of activity implementation refer to the five main steps in the ABCD approach, namely discovery, dream, design, define, and destiny (Risna et al., 2023).

During the discovery phase, the community service team conducted initial observations and informal interviews with school officials to identify students' halal literacy status and potential. Observations revealed that most students purchased snacks based on taste, price, and packaging appearance, without considering halal labels or product content information. Furthermore, the school possessed assets such as an Islamic-based educational environment, teacher support, and religious character-building practices that could be optimized through a halal literacy program. The dream phase was conducted through discussions with the school to formulate the program's hopes and objectives. All parties agreed to create a school environment that supports halal and healthy consumption behaviors by increasing student knowledge about the importance of choosing halal-certified snacks.

Next, in the design phase, the community service team developed a socialization activity plan that included delivering material on the concepts of halal and thayyib, introducing the official halal logo, reading labels, and a simulation of choosing safe and healthy snacks. The material was designed simply and tailored to the characteristics of elementary school students. The define stage was implemented through interactive outreach activities using lectures, question-and-answer sessions, educational games, and demonstrations to identify halal labels on various snack packages. To measure the effectiveness of the activities, the team administered a pre-test before the outreach and a post-test after the event.

The final stage, destiny, focuses on ensuring the program's sustainability by strengthening the role of teachers and schools in integrating halal literacy into daily learning activities and habits. Furthermore, students are encouraged to apply the knowledge they gain when choosing snacks at school and at home. Data for this activity was obtained through observation, documentation, and pre- and post-test results. Data analysis was conducted descriptively by comparing students' levels of understanding before and after the outreach program.

III. RESEARCH FINDINGS

The halal literacy outreach program at Muhammadiyah Elementary School in Langsa City went well and received a positive response from participants. The program, attended by 23 students, began with a pre-test to gauge their initial understanding of the halal concept, the importance of halal certification, and how to choose safe snacks. Initial observations indicate that most students do not yet consider halal labels as a primary consideration when choosing snacks. Most students prioritize taste, price, and attractive packaging. Some students are also unable to distinguish the official halal logo from other symbols found on product packaging.

This halal literacy socialization activity was carried out by a community service team with active support from Muhammadiyah Elementary School in Langsa City. During the

activity, the community service team collaborated in delivering materials, facilitating discussions, accompanying students during halal label identification simulations, and evaluating participants' understanding. Documentation of the activity shows students' enthusiasm in participating in each series of events, from the material delivery session to the practice of selecting halal snacks through direct observation of product packaging. The presence of the community service team and the active participation of all stakeholders is one of the supporting factors for the program's success, while also reflecting the implementation of the Asset-Based Community Development (ABCD) approach that prioritizes collaboration and the utilization of social assets within the school environment. Documentation of the socialization activity with colleagues at Muhammadiyah Elementary School in Langsa City is presented in Figure 1.

Figure 1. Halal literacy socialization activities through education on selecting halal snacks for Muhammadiyah Elementary School students in Langsa City.





During the socialization process, students demonstrated high levels of enthusiasm. This was evident in their active participation in answering questions, participating in educational games, and participating in a simulation of identifying halal labels on food and beverage packaging. The material presented covered the definitions of halal and thayyib, the importance of consuming halal food, an introduction to the official Indonesian halal logo, and how to read information on product packaging. The material was presented using visual media and examples of products frequently consumed by students to facilitate understanding.

Evaluation results showed an increase in student understanding after participating in the activity. Based on post-test results, most students were able to explain the meaning of halal, identify the official halal logo, and understand the importance of checking product information before purchasing snacks. In addition to increasing knowledge, this activity also encouraged changes in students' attitudes toward consumption behavior. Students stated that they would be more careful in choosing snacks and would start considering halal and product safety aspects before making a purchase. The program's success is supported by various school assets, such as teacher commitment, a religious school environment, and school support for the implementation of activities. The utilization of these assets aligns with the principles of the ABCD approach, which emphasizes strengthening community capacity through optimizing local potential.

IV. DISCUSSION

The halal literacy outreach program at Muhammadiyah Elementary School in Langsa City went well and received a positive response from participants. The program, attended by 23 students, began with a pre-test to gauge their initial understanding of the halal concept, the importance of halal certification, and how to choose safe snacks. Initial observations indicate that most students do not yet consider halal labels as a primary consideration when choosing snacks. Most students prioritize taste, price, and attractive packaging. Some students are also unable to distinguish the official halal logo from other symbols found on product packaging.

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which emphasizes strengthening community capacity through optimizing local potential ([Muarif et al., 2025](#)). The increase in halal literacy demonstrated by the post-test results indicates that the Asset-Based Community Development (ABCD) approach is effective in building student understanding because it leverages existing school assets, such as a religious environment, teacher commitment, and active student involvement in the learning process. This finding aligns with research ([Mardhiah et al., 2023](#); [Risna et al., 2023](#)) which states that the ABCD approach can increase community participation and produce more sustainable behavioral changes than approaches solely oriented towards information delivery. These results also support the finding ([Wandi et al., 2026](#)) that optimizing local assets strengthens a sense of ownership, making the program more easily accepted and sustained by the target community. Unlike most previous halal literacy programs, which generally focused on one-way counseling regarding halal concepts and product certification, this activity combines interactive education, simulations of identifying halal labels on real products, and collaboration between teachers, schools, and community service teams. This combination allows students to learn through direct experience (experiential learning), so that understanding not only improves cognitively but also begins to be reflected in changes in attitudes toward considering halal and food safety aspects when choosing snacks. Therefore, the effectiveness of the ABCD approach in this context is determined not only by the material provided but also by its ability to optimize school resources and build potentially sustainable halal consumption habits.

V. CONCLUSION

A community service program promoting halal snack selection at Muhammadiyah Elementary School in Langsa City has successfully improved students' halal literacy. Through the ABCD approach, the school's various assets can be optimally utilized to support the program's implementation. The results of the activity showed an increase in students' understanding of the concepts of halal and thayyib, their ability to

recognize the official halal logo, and their awareness of choosing safe and sharia-compliant snacks. The success of this program confirms that collaboration between schools, teachers, students, and parents is crucial in fostering a culture of halal consumption from an early age. Therefore, ongoing efforts are needed to integrate halal literacy into learning activities and school environments.

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